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The Developmental Career Guidance Project in the Detroit, Michigan schools sponsored a workshop which was designed to help youngsters improve their self-concepts by sensitizing teachers to the implications of various elements of self-theory. The teachers consequently had to go back to their own classrooms and creatively develop materials and procedures adapted to their own grade level concerning specific mental health concepts. Guidance counselors and university consultants combined to provide leadership. The procedural format of each four-hour workshop program was as follows: (1) an hour lecture by a university consultant; (2) an hour discussion in small groups with guidance counselors as leaders; and (3) a two-hour session to develop classroom materials to foster student self-understanding. Specific presentations centered about such topics as self-concept (Who am I?), mechanisms that distort reality, and healthy personality. Teachers in their evaluation of the program noted that workshop learnings had changed their teaching practices. They felt also that their students seemed to develop greater self-understanding and that individual self-concepts were positively affected as a result. (Author)

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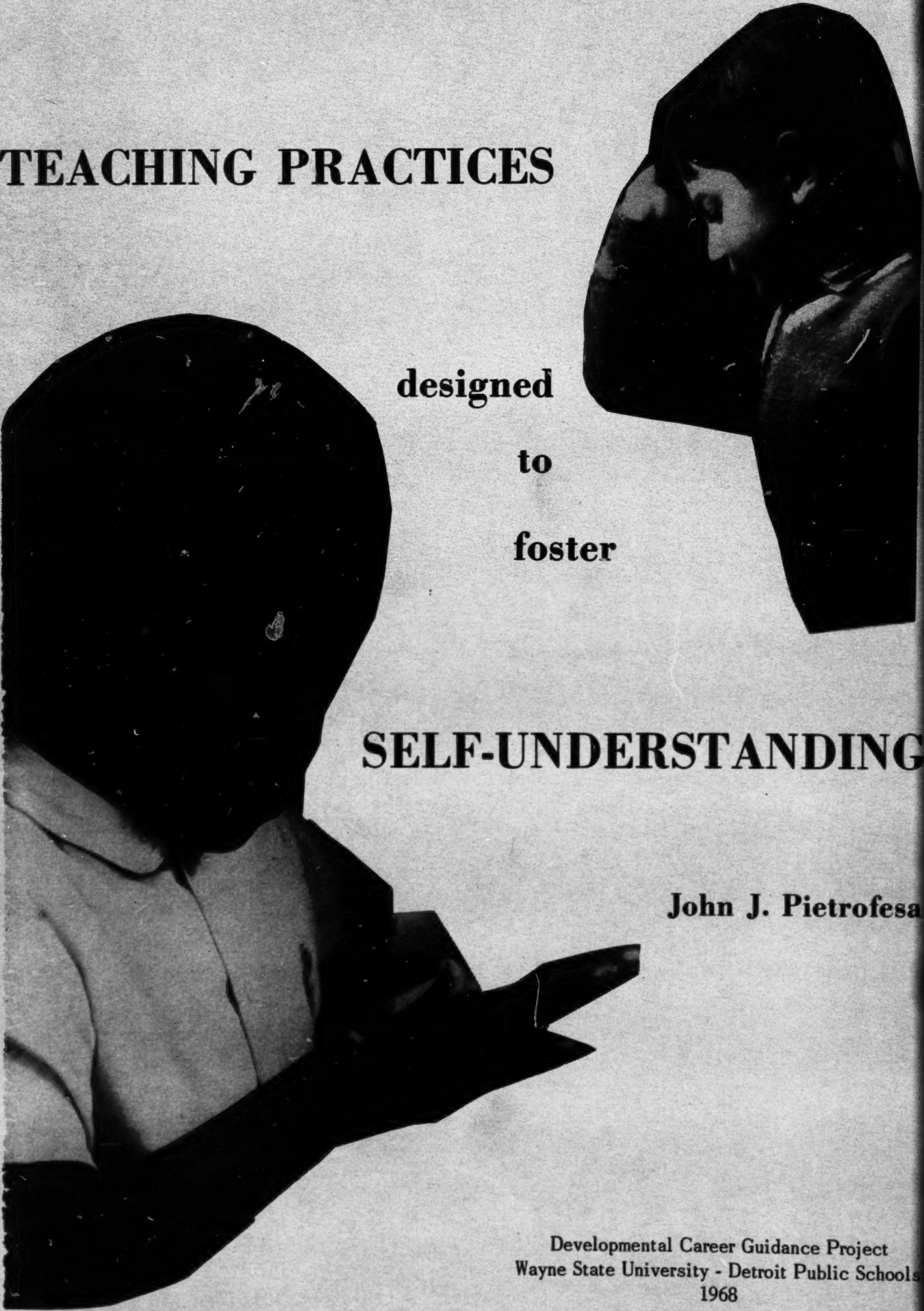
TEACHING PRACTICES



designed
to
foster

SELF-UNDERSTANDING

John J. Pietrofesa

Developmental Career Guidance Project
Wayne State University - Detroit Public Schools
1968

CG 003 314

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TEACHING PRACTICES
Designed to Foster
SELF-UNDERSTANDING

DEVELOPMENTAL CAREER GUIDANCE PROJECT

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PREFACE

Guidance and counseling theory is replete with references concerning the need to aid pupils to develop better self-understanding, to aid in the development of a better mental health climate in the school, and to foster the development of better teacher-pupil relationships. Unfortunately, few programs have been developed that have attempted to meet these needs in reality. In order to begin to effect such a program, the Developmental Career Guidance Project in the Detroit, Michigan Schools sponsored a workshop which was designed to help youngsters improve their self-concepts by sensitizing teachers to the implications of various elements of self-theory. The teachers consequently had to go back to their own classrooms and creatively develop materials and procedures adapted to their own grade level concerning specific mental health concepts. Guidance counselors and university consultants combined to provide leadership. The procedural format of each four-hour program was as follows:

1. One-hour lecture (university consultant).
2. One-hour discussion in small groups with guidance counselors as leaders.
3. Two-hour session to develop classroom materials to foster student self-understanding.

Specific presentations centered about such topics as self-concept (Who am I?), mechanisms that distort reality and healthy personality. Teachers in their evaluation of the program noted that workshop learnings had changed their teaching practices. They felt also that their students seemed to develop greater self-understanding and that individual self-concepts were positively affected as a result.

George E. Leonard
John J. Pietrofesa

TABLE OF CONTENTS

TITLE PAGE i

PREFACE ii

TABLE OF CONTENTS iii

SELF-CONCEPT 1

Summarization of lecture on self-concept 1

Practices in developing self-concept 4
  Elementary School 5
  Junior High School 52
  Senior High School 66

MECHANISMS THAT DISTORT REALITY 69

Summarization of lecture on mechanisms that distort reality 69

Mechanisms that distort reality 72
  Elementary School 73
  Junior High School 86
  Senior High School 90

HEALTHY PERSONALITY 92

Summarization of lecture on healthy personality 92

Healthy personality 94
  Elementary School 95
  Junior High School 113

PERSONAL REACTIONS OF TEACHERS 118

COURSE EVALUATION 134

BIBLIOGRAPHY 137

ACKNOWLEDGMENTS 142

SUMMARIZATION
OF LECTURE ON
SELF CONCEPT

Self-Concept Development

Recently, great emphasis in psychological thought has been given to the formation and dynamics involved in self-theory. The idea has evolved that many of the difficulties individuals experience through life are intricately meshed with their conception of themselves and the world in which they live. Studies have shown that self-concept affects reading capability (Staines, 1956), academic achievement (Shaw and Alves, 1963), (Combs, 1964), (Brookover et al, 1964) and student perceptions of the teacher (Davidson and Lang, 1960). Patterson (1957) and Chambers (1965) reported that individuals with negative self-concepts make inadequate vocational choices.

It follows, then, that the development of a positive self-concept, a healthy personality, can be considered an asset to the individual. Many psychologists feel that the major formation of one's personality is accomplished by the age of seven, and as such, is greatly influenced by parent-child interaction. Yet, it should be recognized that the school, can play a major role in the development of an adequate self-concept. While the self-concept is resistant to change, it appears that modifications can be made (Engel, 1959), (Frankel, 1964), (Shaw et al, 1960). The problem becomes one of effecting positive movement in self-concept, thus improving chances of adequate school adjustment, through the vehicle of group interaction among students and significant adults.

The self-concept refers to the totality of attitudes, beliefs, and values a person holds in terms of himself in relation to the environment. It consists of the following interacting phases:

1. The real self - The "core of being" or true self.
2. The ideal self - What one truly hopes to become.
3. The self as perceived by himself - What he believes he is.
4. The self as perceived by others - The self as the individual believes he is perceived by others.

Shaped by heredity and environment, the self-concept influences behavior and perception. One's self-concept colors his perceptions of the world and other people, as well as his reactions to both.

The child's self-concept reveals many things to a parent, teacher, or counselor. It gives clues as to how adequately or inadequately the child's basic needs have been met by himself and others.

It also reveals the various positive and negative reactions the child has to his environment, and the positive and negative relationships he has with others--parents, valued adults, peers, etc. These are the people who help him in forming his self-concept.

In addition, self-concept reveals his fears, anxieties and frustrations, as well as his sense of self-worth and dignity.

Self-concept reveals itself through the child's behavior. The ways in which he responds to classmates, parents, and other adults reflect his self-concept. His willingness or unwillingness to try new experiences, to speak out in class, to tackle new assignments, to assert himself as a social or scholastic or athletic leader, etc. are some of the ways he reveals his self-concept. These children are revealing their self-concepts, as are the shy and aggressive children in our classes.

Superficial behavior is not, however, sufficient grounds upon which to base our evaluations of pupils' self-concepts. We must seek the reasons underlying superficial behavior. Attitudes, values, beliefs, backgrounds, etc. indeed are all essential components of the self-concept, and should be studied before making evaluations of them.

An effective teacher must work to improve the pupils' self-concepts by making them more positive. This can be done through several means:

1. Respecting the worth and dignity of each individual.
2. Making the child feel adequate to meet school expectations.
3. Adjusting classroom experiences so that each child can feel successful.
4. Supporting pupil attempts to express himself.
5. Learning more about the child's attitudes, values, and beliefs through his work (especially creative writing, art, autobiography, logs, or diaries).
6. Providing experiences for the child that will help him to understand himself and others.
7. Not rejecting the child's background (even if the teacher feels it is deprived or negative), but building on the background through positive learning experiences that will enable and stimulate the child to personally change his previous perceptions.

Parents can help by fulfilling the needs of children, supporting them, encouraging them, helping them develop realistic consciences, and promoting realistic veiws of situations, realizing the individuality and maturity of their children.

PRACTICES IN
DEVELOPING SELF
CONCEPT

Practices In
Developing Self
Concept

Elementary School

About two weeks ago I discussed with my first grade class at Chandler School the value of school. I told the students that they should feel fortunate to attend school. I stressed the fact that each child must be happy in order to achieve good academic results.

Since my discussion with the children, many people have remarked about the general improvement of my students. One teacher said that "their general outlook on life seems much better."

Today, I set out to determine how each student pictured himself next to his fellow classmates. If a child should depict a small image of himself next to his classmates, maybe he is not as happy as we think he is.

It was interesting to find that about seventy-five percent of the student made their picture the same size as their fellow students. Most of the other children had the tendency to portray themselves as being much larger than their classmates. After sorting out the papers I realized that the students who drew large pictures of themselves next to their little classmates were the least popular in school and also the least productive.

I feel that most of my children are happy as they depict themselves as either the same or greater than their fellow classmates and the majority of the children drew smiling faces.

I worked with my kindergarten class on the concept of "self as seen by self." The children were asked to tell what they considered the nicest thing about themselves. I received the following reactions:

a. I will grow up to be a man.
b. I can dress myself.
c. my eyes
d. my teeth (I like to brush them)
e. I get lots of sleep.
f. I play with other children and have fun.
g. my mouth
h. my ears
i. my feet (They help me walk)

j. I share my toys.
k. I give other people presents.

After the children reacted to the first questions, I posed the question, "Who would you be, if you could be anyone in the world?" The following answers were given:

a. a nurse
b. a bunny
c. a movie star
d. a man
e. a doctor (3 children)
f. a store lady
g. a truck driver
h. a car salesman
i. a policeman (3 children)
j. a priest
k. a fireman
l. a T.V. repairman
m. a nun
n. a lady dressed up to go to work
o. a dentist
p. Mrs. Harrison (3 children)

The second question was much more meaningful to the class than the first. All of the children responded to the second question enthusiastically. Most of them were perplexed by the first question and didn't readily respond.

The results I have listed were from my a.m. class which was interrupted twice by parents who wished to speak to me. On a hopeful note I tried the same procedure with my p.m. class. The children were more perplexed by the first question than the previous group. They all responded to the second question.

In a health class of thirty-three boys and girls, I presented a rough sketch of the self-concept, explaining the various emotional, mental and physical aspects involved. I asked the students to relate to these various facets, giving a written report on how each one viewed his own personal profile. This would include the family background, parents, brothers and sisters, friends and teachers. Several papers were turned in with satisfactory results.

At the A. L. Holmes School we have a school-wide program that was initiated to help children improve or form more positive attitudes. All children who receive all A's and B's on their report cards have these cards presented to them by one of the administrators. We also have a hall bulletin board that is used to list the names of all children who receive a 1 (the highest possible mark) in Citizenship. This board is placed where the children pass it daily as they go from one class to another. Individual teachers use various techniques with their respective classes in order to further reinforce the self-concept. We have a "Good Grooming Corner" in my room. There is a chart titled "Our Good Grooming Check List" and we list such items as combed hair, clean hands, shined shoes, etc. A mirror is placed on the wall near this chart, and the children line up at conference time and check themselves over prior to going to their first class. In addition to this, we have a place in the room where we post the daily attendance slips if there is no grade lower than a B on them. We call these our "Honor Slips" and the children take a great deal of pride in seeing these slips displayed. They do not receive a treat (cookies, candy, etc.) when they get an "Honor Slip," but I do compliment them on their good behavior. On the days that they do not get an "Honor Slip," we discuss the reasons for their not getting a good grade in particular classes, and they try to formulate plans that will enable them to do better the following day.

The children are quite concerned about their behavior and are continually trying to improve. They seem to get a great deal of satisfaction from doing what they have accepted as standards of good behavior.

When I was assigned to take the P. U. 2 class in Feb. of this year, I noticed a little girl in the very first class period, so nervous that she couldn't or wouldn't talk or join in any discussions that very first day. She had no physical problems, as shown on her records.

When we started our reading, I noticed that the ones in her group had labeled her as a non-reader. They would say "She can't read, she can't read." She was actually too afraid to try, for fear that she would miss the word if it was word recognition time, or if I wanted her to read a sentence, she would get so nervous, so I just observed her closely. I noticed that she was always watching the others around her, and she knew that if she made a mistake there would be laughter. She felt that she couldn't do anything. So first of all, I talked to them about the fact that we are all in the process of learning to read, write, spell and etc. Therefore, I am here to help all of you to learn as much as possible before school closes. I started to show love to her, to let her know that I was really concerned about her learning. I talked to her privately several times. I found out what she could do and would be sure to call on her to recite, and if she had a problem I would always say "Let me help you," or "class let's help her out." I wanted to make sure she developed confidence in herself, that she can do as the other children

I tried to balance the negative with the positive.

The child has improved. She has confidence in herself. She is happier in school. Her attendance has improved.

This technique of building self-concept through dramatization was utilized with the pupils through my regular health activities. The children decided the climaxing exercise. Friday was to be Grooming and Improving. It was quite unique. The children planned their short speeches, rehearsed them during the health period in class, Wednesday and Thursday. Evaluation - The children's abilities were tested on thinking and creating. They showed a high degree of self-esteem, importance, and belonging from practice periods through the day of performance. Pupils were quite conscious of listening as they heard each other speak. The class grew in public speaking and stage poise. The class performed in the Auditorium Friday morning during its regular health period.

Class's Reaction - The class reacted quite favorably to the technique of drama. Being second-graders and very active, they were quite delighted to further their growth in oral and written expressions. They were proud of themselves, after creating this meaningful health activity, "Grooming and Improving." Their interests were high and performances quite gratifying.

The objective of this week's mental hygiene discussion was to help the children understand a little about biological inheritance, to discuss physical characteristics such as skin color, eye color, hair texture, height, etc. which are inherited factors. I wanted also to discuss the basic drives, with the exception of sex, such as hunger, thirst, sleep, in order for the child to understand that all children have biological requisites which are necessary for socialization. I felt that although biological factors for the most part related to the outward appearance, it is impossible to separate its importance from the importance of environmental factors.

The children gathered around in a discussion group and we began with the introduction of the word heredity. For the majority of the class, this was a new word. We discussed the newborn baby and his complete dependency at birth. Naturally, they either had in their own family or knew of someone who had a newborn baby and all were eager to contribute telling of their own observations of the dependency of the newborn at birth. We then proceded to discuss how the child looks. Very naturally, they fell into the discussion of how they looked and which one of their parents they resembled. We discussed the values of a person's outside appearance and as one child stated, "You can be black on the outside and good on the inside." They drew pictures of themselves with both parents and endeavored to make themselves look like one or the other. One child made herself with a light complexion, and her father with a dark complexion. The children were enthusiastic about the discussion and showed great interest in attempting to show likenesses and differences in their pictures.

It seemed with six year olds, we would have to learn how to look at ourselves critically and that it would be easier to start with the outside. We discussed how other people make judgments and opinions of us by outward appearance first. We made "Who Am I" folders. We discussed the type of person we like to see, someone neat and clean, someone that didn't smell and someone that had a pleasing voice.

We drew pictures of what we looked like and what we would like to look like on the other side of the paper. One boy commented that he just wanted to look like himself. Most of the children made themselves bigger on the "What they would like to look like" side. Another day we discussed things that a six year old could do to improve his appearance. They drew a picture of themselves brushing their teeth, combing their hair, washing themselves and polishing their shoes. Another day we recorded our voices and listened to them critically to see if we talked too softly, too fast, clearly, etc. and that these things could be changed somewhat.

The next day I introduced Afro-American History. I told them how the African was dark, tall due to the hot weather as opposed to the short stocky Eskimo in the cold environment. We talked about what an Afro-American was. Quite interesting! My grandparents, I explained, came from Poland to American and that their ancestors came from Africa to America. I told them that their race was a strong one to have survived the trip over the ocean under the conditions they were in and the 9 months to 1 year under the slave maker in Cuba. These concepts were quite difficult for them to understand because they had no knowledge of these vast distances, evolution and heredity. One mother the next day though, did come to the school saying that her child came home saying "Miss Kostun said, 'Black is beautiful, black is beautiful.'" The next day we discussed pigmentation and had a handwriting lesson on it for our folders. We discussed the names of the different pigments that produce the colors orange, green and yellow. Malanin produces brown or black color and I told them all humans have melanin pigments, except albinos, some more than others. We talked about being in the sun and how the cells then produce more melanin pigments. Pigmentation they seemed to be able to understand. We also read the book, MY SKIN AND YOURS which talked about skin and hair.

This concept of self, I know, would be a very difficult concept to get across to my third graders. Upon initiating a discussion about "Who are you?" it was discovered that stripped of all identifying signs and symbols, i.e. name, dress, appearance, etc., the boys and girls were at a total loss.

Next they came up with "I have a dog. I have a bicycle," and a description of other objects.

Therefore I decided to try a different approach at a later time. We played a guessing game. The boys and girls had to take turns describing someone in the class without telling the name of the person, what he was wearing, or how he looked.

This seemed to work better. Descriptions were of actions, abilities, etc. When I felt the children had grasped the idea of what I was after, I then stopped.

Later, I gave them the same type of exercise but this time it was to be written. They were to describe themselves much in the same way they had previously described their classmates. Their names were put on the back of the paper to facilitate my knowing who they were in the event I could not guess from the description.

This time there was a measure of success. It was clear that several of the children had very good insight into themselves. And I found that some of the children had a very low self-concept.

To initiate the self-concept among third-graders a group of 32 pupils are being used, ages ranging from 8-11 years of age, 17 boys and 15 girls. The new psychology class was introduced and we decided that each morning 15 minutes would be designated to the course and no marks would be given.

Our first session was quite interesting. We tried to use the same format as we had been shown in the last class meeting. As the week progressed the children completed a sheet similar to the yellow sheet concerning "Who Am I?" and "What I would Like to be Like?" The children were able to give their ideas of what they thought we meant by "self-concept."

A short simple lecture was given on the "self-concept." We mentioned the self as seen by the self being a constant growing and developing concept. A person's personality and character develops as he learns and grows. The self-concept is, therefore, vital in personal interactions. Individuality was stressed.

The fact was stressed that persons remain individuals within a group and yet as members of a group people often behave differently from the way they do as individuals. Individuals respond to the pressures exerted upon them by the persons around them. The group can and did determine members' actions. We also noticed as the week progressed the individual's behavior in the group improved as the understandings about the goals and objectives were more clearly understood. Individual cards are being filed on each pupil taken from the format given us.

Our aim was to help the children understand themselves, to assess their strengths and weaknesses and to develop educational plans. It was a satisfying week. The children were very eager to take part and we had full group participation.

The concept that there are reasons for our behavior based on needs was presented and discussed with a group of seven sixth graders. We talked about the kinds of needs we have, physical, safety, love and self-esteem. They drew pictures of "things" that satisfy these needs. (Attached is the paper we used for drawing.) Due to a lack of time we did not attempt to discuss, or draw, the need for self-actualization.

Further expansion of the concept is needed before they can more fully comprehend the relationship between needs and behavior. During the drawing period they exhibited such behavior as talking, laughing and nervous giggling, not appearing to be serious. But their drawings did show a level of understanding of needs and revealed some priority of need satisfactions.

For physical needs they drew their home, a bird flying into his house, medicine, food, and a balanced breakfast.

For safety needs they drew a safety boy, a fighter labeled "self defense," a baseball screen protecting a person, a life and home insurance policy, and a traffic light.

For love needs they drew people kissing, people encased in a heart, two women one with two bags of groceries the other one saying "I will help you" and the one with the bags saying "thank you," a person and a bird looking at each other, and a man and a dog playing.

For self esteem they drew a ballplayer, a "great" baseball catch, a man driving a car, a person riding a bicycle, and a boy with a big smile showing a report card with four "A's" and four stars with the caption "let me live my way."

Name ______________________________

Draw pictures of things that would satisfy the following needs.

Physical	Safety
Love	Self-esteem

Self-actualization

At the beginning of the school year, to ascertain their self concepts my Primary I class drew self portraits. In order to further investigate their self concepts we have been exploring the four stocks of man. After reviewing the eight basic color words, we discovered which colors were applicable to people and what national origin were associated with these colors. The discussion of this activity resulted in the concept that all are alike even though all are different. Next, we moved into the area of head shapes. Several children drew head shapes on the board. After a discussion of the purpose of heads, we again discovered that all are alike even though they are different. Both activities were culminated with illustrations labeled with the colors of man in addition to using the basic head types.

The majority of my students have moved from concentrating on the physical and safety rung of the need theory ladder as partly evidenced by being able to concentrate on and complete the assignment. The carrying out of the assignment implies they are working on the love rung of the need theory ladder by wanting to complete the exercise to please the teacher and their parents. This in turn led to the self-esteem rung of the need theory ladder, where the children gained recognition in a job well done. It would seem that this class is progressing nicely in the development of a positive self-concept.

The self as seen by others is a necessary component in the formation of the self concept, especially to children in the fifth grade, who are usually at the level of developmental stages where their relationships with their peers is of utmost importance. It is generally this relationship that they react to in school. And problems that they encounter usually revolve around this peer relationship.

In getting children to understand how they are seen by others, I invited them to participate in two group discussions. One group discussed "The kind of People I like," and the other group discussed "The kind of People I Do Not like." I then asked them to participate in a sociogram. The children were asked to secretly write the names of a person they would like to be seated next to and why, and a person they would not like to be seated next to and why.

My first step in developing the growth of self concept with my third graders was as follows: the children were asked to write paragraphs about themselves. I asked them to tell me who they were without giving their name, address, school or the clothing they were wearing. They were to tell me what kind of person they thought they were and the kind of person they thought they would like to be.

After collecting and reading each childs paragraph, I found that some of the children couldn't identify themselves, while others were able to do so. Many of the boys in my classroom had a very low concept of themselves. They wrote things about themselves such as I am a boy, or girl, I like to play, I am bad, I always misbehave and get in trouble.

The next day the children were asked to draw pictures and picture themselves as they are now and what they would like to be. Most of the children pictured themselves as they would like to be as adults.

In concluding I feel that children at this age have a difficult time describing themselves and knowing just who they are. Many have low concepts of themselves as they are and what they would like to be.

As a teacher who was returning from a two and one-half month medical leave, I found myself in a dilemma upon my arrival. Due to many changes in staff and various methods (or lack of methods) of dealing with misbehavior, I found my classroom in utter chaos. The children had lost respect for authority, Negro and/or white and for adults--including teachers!

In an effort to return the students to normal and bring their minds back into proper perspective we began teaching Negro History on a daily basis in a regular auditorium setting. I try daily to help each child remember that he is valuable on this earth and has a definite contribution to make to society. We discuss and study the contributions of our race to the nation's past and relate ourselves and our activities to the present in an effort to show each child that when he makes a good contribution to society he helps not only himself but all Negroes--but when he reacts conversely and does something negative (fights or steals) he hurts all Negroes past and present and hurts and hinders himself. Such is my daily philosophy.

One day three boys, who are very mischievous, were unusually rude and loud. After trying everything else (i.e. scolding, cajoling, "plain talk," "be a good neighbor," etc) I decided to try something new. I made a special assignment in conjunction with our unit on Animals of Africa, for each of the three individuals. I gave Michael M. the chimpanzee to look up and report on; Victor H. the lynx; Anthony M. I gave the gnu. I assured each how important their assignments were, what big things I was expecting from them and to bring it with them to class next time "p.d.q."

The response next day was amazing! Two boys out of three brought theirs in at 8:30 a.m.! They had been to the library and both had looked up the animals. Though each report was only one sentence long, for these boys this was excellent. Victory over what could have been a disaster was very sweet. Victor H. even drew a picture of a tiny cat-like lynx on his paper as well as his definition, - though somewhat incomplete. I gave both boys extra credit and praised their good works highly. The third boy had no report to hand in so he did not come to class. When I saw him in the hall I spoke and smiled and he told me that he wanted to apologize for his poor behavior. I told him to come back to class even if he had no report - that he was still a part of the class and we wanted him there. I let Michael know that it's his behavior that I don't like, not him. He has returned. There has been no report, but he has shown improvement and will now listen to reason, when he forgets himself and misbehaves. I am hoping to encourage him to do a report in the future but am content to hold his interest in the subject for the present.

In conclusion, I have found that through giving each student a sense of belonging to a race with a definite contribution to make to society, class interest and participation has perked up 200%. There are fewer behavior problems. Out of 280 children there are only about 5 whose behavior puts them definitely "in trouble" this card marking. I have found that I am swamped with extra reports which are purely voluntary, and about whatever interests the children and arouses their curiosity. I have to work twice as hard as they just to keep ahead of them and guide their interests and learning!

Yesterday two of my first grade boys in my 99% Negro class at Chandler School were quietly arguing. Soon they called for my assistance. Pointing to the Easter Bunny on the wall Arthur cried "Miss June, Andrew said that the Easter Bunny is white and I say it's brown. What color is it?" I believe that Arthur was associating the color of the Easter Bunny with his color. He seemed to be hurt by the idea that the bunny may be white. "That one is brown and white," I replied. "Some Easter Bunnies are brown, some are white, and some are both brown and white." That answer seemed to satisfy Arthur and Andrew, but it left me curious. It never occurred to me that the children would be conscious of the Easter Bunny's color. I decided to have the children color the Easter Bunny. The colors suggested by my students might lead to implications applicable to my teaching.

Seventeen children participated in the project. Four children colored the bunny either brown or black. Four students colored theirs white. Six children colored their bunny various colors such as orange, yellow or a combination of colors. Three children left their bunny uncolored. When I asked the children why they colored the bunny these colors, the predominant answer was because "I didn't have white." One child said that he forgot to color it white. I soon came up with ideas that I feel will help me in my future meetings with the children. I will tell stories and hang up decorations with the Easter Bunny and Santa Claus etc., of different colors besides the traditional white. In order to avoid future arguments, I will discuss with the children their color in hopes that they will come to be proud of their heritage. I will ask the children for suggestions of other projects that we can do along these lines. Perhaps we can share our ideas with other classes.

My conference section is made up of 3rd and 4th grade youngsters and this is the group that I work with rather closely each day. We talked about the "Ideal Self" (the self I wish to become) and after a week of short discussions, the children were asked to write a short paragraph or two on the kind of person they would like to be if they could change. They were also advised to write although they might not want to change. I did not suggest any person to be used as a model or hero, because I wanted them to be as objective as possible. I did give them help, when it was requested in spelling unknown words.

The following occupations or goals were selected as their choices and there were some overlapping in a few areas:

Like my father	1
Like my mother	1
Teacher	5
Doctor	2
Marine	1
Nurse	3
Mail lady	1
T.V. actress	1
Nice kind person	9
Housewife	1
Like Dr. Martin L. King Jr.	3
Safety Patrol Boy	2
Diana Ross (Singer)	1
Do not want to change	2

Only two children felt that they were satisfied with themselves as they are, and one youngster who stated that he wanted to be a nicer person, finally stated that "actually I would not want to change."

I feel that the children were quite frank and honest in the manner in which they expressed themselves and I think this group of papers gives me a greater insight into the manner in which they perceive themselves as well as some of the forces that are shaping their personalities.

I have made exciting discoveries and have received interesting reactions in my classroom. The projects have revealed situations which never would have been possible through observation alone. These results may be of some assistance to the teacher to better understand her pupils.

To many pupils "Art" is a favored subject because they feel they are less pressured, and they are. They are usually put at ease by their art teachers in order to permit maximum creativity. Under these conditions the pupils are more apt to be more frank and open, particularly at the elementary level.

The results of my projects have provided valuable material upon which I would like to expand. I have noticed that pupils, not directed, seem to develop situations which lead to petty arguments and fights. With this in mind, I thought that I should develop a classroom situation wherein pupils could learn to do things together. These pupils were bored, personally insecure, or wanted attention. The results of my experiment changed my viewpoint. The children responded excellently. These fourth graders expressed joy and excitement under the "work together" situation.

In my project I requested the children to draw a mural. Since the class is large with a questionable behavior problem, I have limited two persons to each picture. They were given a large sheet of roll white paper and were to draw "moody monsters." This topic requires a rather broad imagination and more or less extracts the child's mind from its present surroundings into an imaginary one. They expressed delight and were anxious to participate in class discussions. We discussed different moods, and explained what they are. We also discussed how big and grotesque these creatures are and in what homes and surroundings they would have to live. It was my aim to provide many ideas from which the pupils could choose from or elaborate. The children were happy and anxious to begin. They had indicated a sense of security because they didn't seem to be concerned. They felt they had done well, and they had! This was evidenced by the remarks made to me which indicated that they themselves felt that they had accomplished much. I wish I could achieve this result with all groups in all of my projects. It would be ideal! In my previous experiences I have noticed the children were unhappy with their projects because they were either measuring their accomplishments with photographs or real objects, or objected to applying themselves to the projects. They probably would rather portray imaginative figures and surroundings, than the more familiar. There may be a feeling of personal inadequacy or they are too sensitive about themselves or their surroundings and would rather not portray this pictorially. These are the valleys into which I would like to search and explore.

I have given an identical project to another class. They were third graders. These pupils on the whole are good workers, alert, and attentive. In view of this, I have ventured to provide one huge sheet of paper covering two large tables for eight pupils to work on. The results were even more gratifying. The pupils discussed and planned among themselves ways to place their ideas on the paper in an orderly manner. No one felt they were left out. They respected each other's ideas. They produced background pictures which were not only meaningful, but were proportionate in size and space to accomodate the creatures they will cut out and paste. The children were thoroughly satisfied with their work. They expressed their desire to continue the project next week with great interest.

I could and I think I will go a little further with this idea, by changing the imaginative scenes (nonexistent) to real scenes, i.e., to the community in which the children are living. I think this group could do it successfully. It will be an idea of how they, the children, can improve their environment, a small community in which they are now living.

The pupils will be encouraged to choose in groups of eight what locality they would like to change. I would have them look in magazines for ideas. They may have ideas and dreams of their own that they would like to use. We would also have a classroom discussion on the subject. Probably I would start by having them pretend to be fairy godmothers or magicians and perform the miracles of changing the scenes, then I would gradually bring them to reality of what actually can be done to improve, and how one must prepare to accomplish these aims.

My third experiment was a sad one, and one which I would like to continue in order to learn whether or not the children have understood the project or whether such conditions exist in their homes.

I had requested a class of third graders to draw a picture of "dinner time" at their homes. They were to include all those who usually sit at the tables, like their fathers, mothers, sisters, and brothers, probably aunts, uncles, or grandparents. They were to portray the kitchen or dining room wherever they usually ate in the evening. The children were looking at me blankly as though they didn't know what I was saying. They probably didn't. I began to realize they didn't understand what "eating at dinnertime meant." Some even asked me what "dinner" meant. I consequently proceeded to explain in full detail what dinner or supper time would be like. The children were still reluctant to begin and hesitated. Some just sat making no effort. But after a series of restless reactions, the pupils began to draw.

The results of the project revealed a substantial lack of "togetherness" at mealtime in the evening. Out of thirty-four, only two have drawn members other than themselves at the tables. About 40% have drawn only one person, possibly themselves, and others have drawn no one at the table, but had the table set with food, and still others had a blank table.

I was rather amazed at the results. I think that I'll present the project again to the class but will make it into a game. This may divert their mind from conscious selves and express the situation more freely.

I have also discovered that children are anxious to assert themselves with a puppet in their hands. Even the meek and shy ones, without coercion, have requested to perform. The performers are usually hidden from the audience. I have requested the whole class to make puppets and each are given an opportunity to perform. To help expedite matters, I would assign topics, giving the group about 3 minutes to think whom they would like to be and what they would like to say. They are pressured into deciding very quickly. With no preparation they would act. The children would have a hilarious time. They love it. They all seem to have confidence, even the most meek. Puppetry is a wonderful tool to help children in many ways. Jingles, sketches or plays could be created about safety, health and social habits.

The above are examples of how I have tried to discover individual self concepts, and how they could be improved. The field is wide and never-ending since situations vary endlessly.

The concept of the differences between how we see ourselves and how others see us, and how this differs with self ideal was presented to a group of seven sixth graders. One boy volunteered to be our "example," and each of the others in the group stated something about this boy. They said he was "a bad boy, had big ears, had a nice build, two-timed the girls, thinks he is tough, has nice hair, and is short." Our "example" responded to the statements, agreeing with only, that he was a "bad boy," and had a "nice build." He then stated that he didn't want to be a "bad boy," even though he and the others felt he was. In reference to this boy, the group compared the three lists, how others saw him, how he saw himself, and how he wanted to be. The remainder of our time was spent in defining the term "bad." Their definition was, "no self control, not obeying, and fighting." They concluded that frequency of "bad" behavior contributed to the label "bad."

These students gained some insights into themselves, in that their perceptions of themselves were not necessarily the perceptions of others; also, that different people perceive differently. It is felt that further discussion and evaluation of themselves, by themselves, will be beneficial to their discovery of self.

Following is one of the responses that I received from my fifth grade students to the question, "Who am I?" "I am an ugly duckling," she said. She wants to be an actress when she gets older, but feels that she is too ugly to make the grade or to undertake such a role or task. She felt she might play the role of an ugly duckling quite well.

The picture of self concept or self as seen by self must be worthwhile or there is no self worth. Perhaps she has been reminded of her looks for such a long while that this has become a part of her; her awareness that she is not beautiful.

She must also remember that there is something more meaningful in life than looks.

I chose to develop the concept of self-actualization on a group of five students from the sixth grade. According to their I.Q.'s, these students are above average, however, their achievements in my class were not to the utmost of their ability. They seemed satisfied and content to accept an average mark on any assignment, test, or quiz.

After observing these students, I had individual conferences with them and we discussed their attitudes and opinions about school, good grades, future plans, and the necessity of a basic education as related to our society today. Most of the students felt that an education was necessary but that it really wasn't important to work hard in school because they couldn't afford to go to college. It was at this point that I tried to explain that this was more of a reason for them to always do their very best. I also told them that help was available to worthy students whose families could not afford an education for them. We then decided to set as our goal "Nothing But The Highest." The best way to evaluate their reactions is merely to point out that each of these students made the Honor Roll this card-marking period - three of whom had straight "A's!"

From the ladder of concepts discussed last week, I chose to try and develop the concept of self-esteem needs in one of my fourth-grade classes. This particular class has become quite a problem in our school and I, personally, attribute this to the fact that they have been stereotyped as being a "dumb" class where no positive learning can take place. Seemingly, their achievements haven't been recognized and the entire class feels rejected. They are incessantly reminded of their wrongdoings. As a result, the class has very little self-esteem and regard themselves as a "bunch of dumb kids."

In dealing with this problem, I found it necessary to change some of my former tactics to newer and better ones because I, too, had been guilty of remarking about things of the past. Instead, I substituted more smiles and my assignments in Music and Art were given solely for the purpose of affording each child the opportunity to achieve. We had two "round-table" discussions where each child - without giving his name - described who he/she was and who he/she would like to be. After a week or so, I was able to see a definite change taking place. I now try to recognize all of their achievements and I display as much of their work as possible. Several weeks ago a few of the students from that class said to me: "Miss Florence, we're gonna be good in your class from now on cause you is nice to us." I'm sure it will take some time but we are still working hard and I have been extremely pleased with their positive reactions. They now are beginning to feel that they are somebody and that by working real hard they can be better people.

This week I confronted the minds of the pupils with the "Ideal Self." However, I went into this area of (Ideal Self), with only a question: Who would you like to pattern yourself after now, or who would you like to become? The children amazed me, by their silence. Then I asked, would you like to give oral responses, or written responses? They decided on a written activity. Paper was issued and the pupils proceeded drawing their pictures. Their drawings showed Policemen, Milkmen, Firemen, Boatmen, Cowboys, Airplane Pilots, Nurses, Teachers, Bus Drivers, Cooks, Singers and Writers. I feel, that the children's pictures must have revealed occupations and jobs, that they are most familiar with in their neighborhood, parent's occupations, school work and things they have seen from Mass Media. Nevertheless, the activity proved they were thinking!

Class Reaction - The pupils drawings on their "Ideal Self" turned out to be a happy and pleasant experience. When the drawings were viewed by the entire class, I noticed many of the children engaged in laughing and fun - making over several of the crude impressions produced on paper, by their fellow comrades. Courtesy was displayed for the most part by the class. The pupils were certainly, anxious to see what each other had drawn!

Last week I worked on the self concept and emphasized appearance. I explained to my kindergarteners we see ourselves one way and our parents, schoolmates, and teachers may see us differently. The way others see us is determined by the way we dress, how we talk, and the way we treat the people we meet. To help them understand what I meant, I suggested they tell me what they saw when they looked at themselves in the mirror. Then we would ask a classmate and the teacher to describe the child who had previously described himself.

The first child who offered to describe himself was Herbert. He said "I look like Herbert." I asked "What does Herbert look like?" Answer: He has feet, hands, arms, hair, clothes, and shoes. I thanked Herbert for his answer and asked if he would like to hear how he looked to his classmates? With his permission I chose another child to describe Herbert. The classmate gave the following description: "He is nice. He is pretty." (Herb was insulted.) Herbert was also interested in my impression of him. I saw him as a nice smile, two dimples, two teeth missing in the front of his mouth, a nice looking boy who was always neat and well mannered, and a person with whom I enjoyed sharing a classroom. Herbert was pleased with my description.

Several children gave descriptions of themselves and received comments from their peers and teacher. The class seemed to enjoy the discussion. The children who found themselves the center of the discussion became shy.

I ended the lesson by suggesting appearance is important to the way others see us, so we should check ourselves in the mirror when we enter the classroom and make certain we are neat as possible. The class thought this was a good idea.

One of the general assumptions of the Conference-"The Relationship of Education to Self-Concept in Negro Children and Youth"-conducted at the Lincoln Filene Center, Tufts University, 1963-was that, "in general the environmental press of the American color-caste system tends to develop conceptions of self in Negro Children and Youth, which result in defeated behavior as far as academic development is concerned." "The self-concept of the Negro is contaminated by the central fact that it is based on a color caste complex."

My project for the week was designed to illustrate to my children that the color of their skin should neither reflect, determine nor dictate to them their feeling of worth as human beings. In my effort to lead my children to see that all human qualities; desirable or undesirable; can be attributable to people of any color. I used an over-head projector and drew a circle on the transparency. The children then named physical parts necessary for a human face. After which they were asked to name qualities that would make up the personality of a human being. They named twenty-four qualities; smart, lazy, dumb, nice, jealous, conceit, and others. I listed the qualities around the head of the figure on the overhead projector. I then passed out copies of a circle to each child and asked them to add the physical features and write the same qualities on their copies.

The children were asked to take another look at the figure on the over-head projector, and I asked them if there was anything that all human beings had that was missing. They named many things, and finally someone suggested "Color." I showed them that this was true by passing the transparency over many areas of the room. From this suggestion I added color to the figure. The children also added their color to their figures. When they had finished, I asked them to think about the qualities we had listed; and if there was any quality they felt the figure should not have to place an X on it. I also asked them to include other qualities they felt should be included.

Later the class and I studied the papers and discussed the various personality traits and why they chose to cross out certain ones.

Since I teach Primary First, I didn't know exactly where to begin.

I first asked a few children "Who Are You?" I got answers like "Name address, I'm just a girl etc." Then some got silly and answered "I'm Billy the Kid." So, I dropped this procedure realizing children at this age must be taught or trained to think about self concepts.

So, now we are making a folder. "Who am I?"

I am_______and drew themselves. I had them each look in a mirror first.

The pictures I got were very enlightening to me (knowing the children) and showed many of their true personal traits.

Next we will draw--
(2) How others see me.
(3) My family (where and if they put themselves)
(4) Who I would like to be?

I have made several exploratory experiments with my pupils. The results were not only interesting but were informative and revealing. My only concern is whether it is possible to alter self-concepts which have been rather crystalized. Even though attempts may have been made by the teacher to improve a child's concept, the child will persist with his old ways due to the fact that his environment remains the same. Maybe some attempts should be made to change the environment.

Coming back to my experiments. I have asked one class, 3rd graders, to draw a picture of themselves and to state what they would like to be. Two days later I had the same group draw 2 pictures pertaining to physical hygiene of teeth. I didn't ask them to project themselves. They were to illustrate a typical boy or girl. The children were happier with this request than with the first where they had to identify themselves. I have asked three classes to do this as I was anxious to learn the results!

The results were many and varied. They were exciting, informative, and in many cases sad. My one class, the 3rd graders, Section 6, became extremely excited and restless after hearing the assignment. The general acclaim was "Draw about ourselves, me?" and at the same time pointing to themselves, bewildered! They were astonished and bewildered! I really don't know if I have approached them properly. I was beginning to wonder myself. But the children settled down and proceeded to draw.

I had one youngster come to me saying, "but I need a mirror, I cannot draw myself without seeing." I persisted that he could. I have explained that he knows that he has a mouth, teeth, lips, cheeks, a head, hair, etc., and that he had seen himself in a mirror many times and should remember. Some had no idea what they wanted to be, some were satisfied to be what they are, and others were either identifying themselves with some known personalities or were hopefully thinking of developing interesting careers.

One child, Theresa, to all observations a happy and well-adjusted girl, to my surprise wanted to become a hippie and she drew a picture of one. Another student, Dwayne, who is rather short and rather heavy, drew a tall boy with particularly long legs. Dwayne has legs which are noticeably short. I wonder if he is conscious of being short and stout, because we have discipline problems with him.

In my second request I asked the children to draw 2 children, boy and/or girl, one showing good care of teeth, and the other not. They were to portray the results of the care taken. The children soon showed great interest. They tried hard to impress me that they knew exactly what happens to a boy or girl who does or does not take care of his or her teeth. I didn't know if I should have asked if they themselves had taken good care of their teeth and how they would look as a result. They may have sulked or defended themselves because many of them have dental problems and many of them eat candy and chew gum.

My next step will be to ask the children to portray what they would have to do to achieve good grades. I am at a loss how to approach the youngster who says that she is happy to be what she is. She is one of my favored pupils who, to my estimation is, intelligent, happy, contented and well adjusted. She seems to take everything in stride.

I took the aspect of Ideal Self (what I like to be when I grow up) with Primary 1 children.

I let the children talk and discuss their wishes and each told the class what they wanted to be when they grew up and why.

They then drew pictures of themselves, cut and pasted the cut-out on a long paper (mural) which I then labeled their choice.

It was very interesting to see the correlations between the brighter and slower learners and their career choices. For example--brighter youngsters wanted to be doctors, teachers etc. and the not so bright youngsters wanted to be door men (attendant), ice cream man, etc.

We started discussing different influences on the individual, such as parents, peers, teachers and other adults. We used a couple of examples of how the children had changed their attitude about a couple of individuals and how the person changed. One boy thought nobody liked him and that he was a trouble-maker. He told me early in the semester that everyone expected it of him. Through the help of the children helping me, his attitude changed. Now we are working with a little boy who for years had been encouraged to be silly. Now in the first grade, the children no longer like this and we are all encouraging him when he behaves in accepted ways but also encourage his silliness when directed in a creative manner.

We then discussed how the same behavior may look to different people. For instance one boy mentioned that if he does flips the kids think its great, his mom laughs and his teacher gets mad. This brought up another topic. People may think one way one time and another way another time. I asked why. They said it depended on the person's mood.

We set up a hypothetical situation. They mentioned different moods and during each mood they would make a snowflake which is difficult for six year olds. The results were as follows. I must say that

I was quite surprised at their perceptions.

grumpy		tear it, throw it away, say something bad, hit somebody.
happy		try again, take it home and try, throw it away but not get angry.
sad	couldn't make snowflake	cry, or get angry and do one of the things under grumpy.
tired		go to sleep, or do one of the things under grumpy.
sick		vomit, go to sleep or get grumpy and do those things.

We then decided that if you were grumpy, it was pretty normal to get angry and upset and do one of the things listed. I then asked them which would be the most harmful and they said hitting someone or saying something not nice to them because that person hadn't done anything.

Each day during literature I read my children a chapter on Johnny Appleseed's life. After I read the chapter, we talk about the things he did for other people -- tend the sick, offer housing, offer food, being kind in manner, etc. We kept a list of these things . When we finished the story, we talked about how these things he did helped him to be a good friend. We also talked about things we could do to be a good friend and what things our friends did for and with us.

So the following day I asked my children to write about their best friend and tell me why he was their friend. The general response of the class was that their friend did not fight or curse at them. Only two children mentioned that their friend shares things with them and is kind.

This week we talked about people who were not our friends and why. We also discussed why we like or dislike certain people more than others. I asked the children to write about a person they did not like and why. The majority of the class said they didn't like this person because he fought with them. Only one child said she didn't like the principal because she thought the principal fired a teacher who really took a maternity leave.

(I have noticed that anything that happens and the child doesn't like it, he usually wants to start a fight with the other person whether it happened during a game of marbles two hours ago or just now in hall passing.)

One morning a student of mine wearing glasses for the first time received much attention from her peers and encouragement to wear them from her teachers. In the afternoon an upper grade child searching for her lost glasses pointed an accusing finger at my student. After hearing both stories the glasses were returned to the older child who was the rightful owner. This incident prompted a discussion a few days later. We used the hypothetical situation of a child finding a crutch and using it all morning in school. The children who were not personally involved in the glass situation came to the conclusion that it wasn't a good thing to do because the owner of the crutch really needed it. The child who was involved said the child who found the crutch might have wanted to return it at first but when so many people saw him with the crutch and said it was his, he said it was his too. Later this same child said he wanted to give the crutch back but he began to feel bad about keeping it so long that he really believed it was his crutch.

We summarized by saying that sometimes we feel so bad about something that we try to make ourselves feel better and so we don't tell the truth to ourselves nor to others. This lesson substantiates my belief that the majority of this class has good self-esteem. However, the child for whom this lesson was developed is working at the love level. She wants to be loved as evidenced by the seeking of attention and concern through the wearing of the glasses. She also seems to be at the self-esteem level which was demonstrated by her ambivalent feelings of wanting to return the glasses but since the glasses were accepted as hers by her friends she continued to claim ownership.

I told the children how much I had enjoyed reading their last paper on themselves as seen by others. I then asked them to write a paragraph on how they saw themselves.

The girls thought themselves as being good, helpful, pleasant toward others, obedient and shy. Most of them liked to meet people and a few preferred being alone most of the time. Quite a few of the girls mentioned that they were good dressers and looked good and neat in appearance. The majority of them thought that they were good conversationalists.

The boys listed these qualities--good and bad, neat, clean, strong, bold and "hip," courteous, nice looking, easy going, moody, and disliking others for no apparent reason. One boy in particular was very open and honest; he said that he felt he was very normal because he makes mistakes and cheats in games.

In your lecture to the class concerning formation of the self-concept, the enviroment played an important part in the child's self-concept along with experiences molded from the parents, valued adults and peers.

One of the papers I received from a member of my class that I had asked to write on Who Am I? was really shocking when I read it, if I could change myself I would change myself into a cat or a dog. This child gives you a feeling that he lacks something in his life that would make a child happy or a feeling of belonging to someone. The reason he wanted to be a dog or a cat is because he would have someone to play with him, someone to love him and he would have many friends to visit. Most of his needs have not been met to help him realize that he is worthwhile and could be something much greater than a cat or dog.

The death of Dr. Martin Luther King, interrupted, as it did in almost every area of normal activity, our planned progression of exploring nationalities and physical characteristics associated with different peoples of which my Primary I class is engaged.

We focused our attention on the content of the Detroit Public School's televised memorial for Dr. King. While the verbal text was not geared for the primary unit child, the somberness of the program accompanied by pictures and music was the basis for our following discussion:

Teacher: The program we just saw was about whom?
Linda: Martin Luther King.
Teacher: Who was Martin Luther King?
Arrington: He was a preacher.
Anthony: He was the man who went on the mountain top and saw the promised land.
Dora: He did good things.
Gerald: He was a great man.
Gary: He was a president.
Teacher: Yes, he was the president of the Southern Christian Leadership Conference. Why was this program about Martin Luther King?
Ingram: He got shot.
Teacher: Why did he get shot?
Andre: Because he was colored.
Elizabeth: Because he helped colored people.

The statement that an individual functioning at one level may not understand someone who has moved to another level in the self-concept development, does not seem to hold true in this instance. The majority of my class while working on the self-esteem level have grasped Dr. Martin Luther King's work as being on the self-actualization level.

In my first paper I attempted to write about our component of self concept, self as seen by self. Now I would like to turn to another component, self as seen by others. One of the greatest worries of adolescents concerns their status, the standing they have in the eyes of their friends as well as adults. Any thing which they feel would mark them as children "may make them panicky." Among their age-mates they feel most comfortable when they know they belong to, and are accepted as, members of a group with prestige.

In working with one of the extra-curricular groups, we were discussing plans for end-of-the-year activities and how we were expected to behave. This girl, one of the members, began to giggle and talk loudly and poke fun at some of her club members by saying what she thought they'd wear, how they'd look and how they'd behave. She really expanded for about ten minutes until I asked her to stop and think a minute. "Is this really what you want to say?" As she seemingly had the approval of her peers, she kept a "good thing going" until she realized they were laughing at her and not with her. As this became an actuality to her, she ran from the room in tears. Then they really said what they thought about her. She is small for her age, rather homely and very tom-boyish. Most of her actions seem to cry out for attention. She wants and needs the approval and esteem of her club mates. I am not sure where I go from here. I have talked with the child about a more pleasant relationship with her peers whom she so desparately wants to please.

We also began to discuss good grooming along with good manners as part of our theme for National Library Week and one child said, "My Grandmother always says, Pretty is as pretty does." This brought out several books on manners. Monroe Leaf's Manners Can Be Fun and Jo Mary McCarmick's Ettic - Cat and Tina Lee's Manners to Grow On. After reading about how we treat our friends the children decided to dramatize what they had learned. This is what they are doing now - "producing a play," which they hope to use for the Library Club. Curiously enough one of the children suggested that someone else play the part of our tom-boy - this in effect will give her the opportunity to see herself as others see her.

During the course of this week I tried to get across to the children the concept that children who give the outward appearance of being overly agressive or "bullies" might be doing so because we help to make them that way.

The children were given a type of sociogram in which they were asked to name the one child whom they considered to be the class "bully".

About eighty percent of the children chose the same child (this was done secretively). We then discussed ways in which we as individuals had helped to make this child the way he was and what we could do to help that person (never coming right out and using the name of the child in our discussion). The children came up with a great many ways to help this child during the course of our discussion and they also helped themselves to better realize that in helping another they give themselves a greater sense of worth.

During a group counseling session last week I asked the students to describe themselves. They were instructed to do this without using their names, section or homeroom numbers, or telling where they live. The session lasted twenty-five minutes and the responses varied in depth of thought. One pupil responded that he was "good, smart, and needed to gain some weight." Another said that he was "kind to other people and liked to play." Near the end of the session I asked them what they would like to be like. One student replied, "anything but what I am."

In general, the students in this counseling group demonstrated a healthy self-image. The lone exception was revealing because the student has undergone a drastic change in behavior. During the past few weeks his behavior has changed from a quiet and sulky attitude to a very outgoing, mischievous, and sulky attitude. Though I was pleased to see him come out of his shell, his teachers have become very alarmed. Part of his trouble now is that he has developed guilt feelings in regards to his changed behavior. This is because his teachers and parents have been telling him that he is bad. At the present time, I am trying to assist his teacher in understanding his problem.

This week's project was to try and teach my children to look at themselves rather critically and to examine their good points as well as their bad points. I tried to help them see that children who are seemingly the very worst in their behavior still have some good points and children who display what seems to be the very best behavior have some traits that are not considered to be very good. I tried finally to develop the point that even though we may look at ourselves one way someone else may look at us in a different way.

The children's reactions to this week's concept were gathered in the following way. We wrote papers in which each child listed all of what they considered to be their good points on one side of the sheet then turned the paper over and listed what they considered to be their bad points. Then with a partner they did the same thing for another child that they had done for themselves. They named the other persons good and bad points as they saw them. Thus, through the first part of the exercise many of the children, especially those who have been particular problems in class, were able to see that they did have some good traits about them and they sould work to emphasize these traits more. They saw further, through the second part of the exercise, that in many cases the other children did not list as many bad points for them as they had done for themselves. We decided that we may sometimes judge ourselves too harshly and that there are in all of us some good qualities.

I asked my students their definition of psychology and we discussed its meaning. I asked them to write a short paragraph telling me how they felt other people saw them. To guide them, I suggested their mothers, fathers, sisters or brothers, best friend or teacher.

This is the result.

They told me that psychology was the study of the mind to see why a person acted the way he did. The girls listed their mothers as thinking of them as being good, kind, fresh, shy, helpful, too quiet, thoughtful, and obedient. A few mentioned their father's idea of them as being his little baby, bad girl, and very intelligent.

The boys mentioned their mothers, fathers, and friends. They felt that their mothers saw them as being handsome, smart, good, and brave. Their fathers saw them as being bad, devilish, and not too intelligent. Their friends saw them as being timid, nice, brave, and likeable.

None of my students listed the teacher.

The objective of today's lesson was to have the children in the classroom realize that their fear of being unsuccessful is hindering their ability to deal with reality.

For this activity I had the children open their handwriting books, passed out handwriting paper, and told them to copy the assignment twice. I sat at the desk and did not move around amongst the children or comment on the papers. After a few minutes the slower children in the classroom began playing or dawdling. They had no apparent interest in the subject matter. After the handwriting period was over, I had them bring their papers up with them, and we began a discussion on their papers. Those children who had not finished hung back in the group and didn't ask to show their papers. I called on one of those children. Phylex came up looking rather abashed. He reluctantly gave me the paper and commented, "I didn't finish." He had written half of the first sentence, and the manuscript had become increasingly more illegible. I asked him why he hadn't finished and commented that the first few letters were very nicely made. He stated, "When I started I thought it would be nice but it wasn't like that. So I got mad because mines doesn't look like the other peoples." We went further into the discussion, and the children expressed fears which forced them to copy or not complete the work.

We then discussed how everyone makes mistakes, even very important people.

Evaluation: I'm not sure this lesson was actually beneficial to the children. They were made aware of some of their fears in the classroom. Yet, in actuality, I felt it was more beneficial to me as the teacher. I realize the importance of the teacher's constant praise of all children and their necessity to feel success in their work.

For the past three weeks, we have discussed physical health as a need and its effects on all people. This week we focused our attention on mental health. I started by informing the pupils that maintenance of good mental health ranks with care of physical growth and development. The need for a wholesome environment and good human relationships with other people was brought out during the discussion. Other needs mentioned, which would upgrade our mental health were self-respect, respect and esteem of others, success at tasks at home and school, accepting things as they are, self-discipline and being able to trust and confide in others.

I felt that the pupils responded very well in our class discussion. They were eager to give oral responses on how they see their mental health, and suggestions for improving and maintaining it. Some of the pupils told how their mental health affects others. The children were able to generalize, make judgements and draw a few conclusions on what good mental health means to them!

Last week, during a group guidance session, we discussed the reasons for people being different in physical stature. In order to introduce the subject, I asked three boys who were of different heights to stand in front of the class. I then asked the class to tell me why the boys were not all the same height. The boys were all the same age.

There were many interesting answers; some revealed a vague understanding of human growth and development. The following are a few examples of the children's answers:

1. John eats the most.
2. Their parents are different heights
3. God made them that way.
4. Michael doesn't get enough vitamins.
5. It depends on the size of the rest of your family.
6. The shorter ones will get taller later.

I used their answers as a guide to introduce the meaning of heredity and explained how people develop at different rates.

Next we had some of the boys stand next to the girls in the room. This led to a discussion of the reasons for the differences in size of males and females. The class concluded that, although the boys and girls are similar in stature now, men are usually larger and stronger than women. From this discussion, I introduced the differences in growth between the male and female.

This week's lesson revealed that many of the children have a vague knowledge of the reasons why people differ in physical size. However, now they appear to have a greater understanding of the basis for human growth and development. Next week we plan to discuss the reasons for differences in intellectual development.

In our discussion group last week, one of the teachers tried showing love, warmth and security and its need by relating how bird parents take care of their young and how the same thing applies to human beings. We have been working on a bird unit for the last two weeks so this was perfect.

I asked the children how the bird parents took care of their young and showed them love. They said:

fed them
kept them clean
gave them a home
taught them to fly
taught them to whistle
protected them

watched over them
sat on the eggs.

We then showed how each of these applied to human beings and that the birds taught the young to grow up healthy and to learn to be on their own just like mom and dad. Where birds learn to whistle and fly, children learn to talk and walk.

We then discussed how children who came from a home having all these things would be like and children who did not. The first child might be nice, accepting and have a good outlook, whereas the second, might be hostile, distrustful and mean.

This is the first time in my four years of teaching that the children clapped when I finished the lesson.

"W hat I dislike about myself" is one of the questions I asked my class. One reply I received was "I don't want to be black or a Negro;" this was a surprise in some respects and not in another.

Perhaps the child has identified himself with some of the things that Negroes have done that is degrading in the eyes of society.

The child has probably been brought up in this type of environment most of his life and cannot identify himself with some of better and the outstanding contributions that have been made by many Negroes. In this world there are bad people of all races.

If they were taught the value of life and not about the color of their skin this too may be helpful. It is not the color of your skin that matters but who you are within and what you make out of life that's worthwhile.

I think this child needs a great deal of help to bring him out of feeling inferior.

We observed a third-grade child this past week. This child had been tardy, the office called the home, the mother was very belligerent and as a result she beat the child that afternoon. The next day the child was tardy again because there is no alarm clock in the home. The child ran over the building all day, because she knew what would have happened if she had been reported as tardy.

This was a good introduction for our week's class because in this child you could sense the fear, anxiety and frustrations. This child had never been a real discipline problem before but she was becoming a complete nuisance.

In the most simple way we tried to talk about why people react in certain ways, what frustrations cause their behavior. The barriers of fear, pride, love, hostility were discussed. We discussed frustration being equated with punishment, which was the case with this child.

We also gave many examples of personal and impersonal frustrations and the children related experiences of different frustrations they had encountered.

We concluded with the intense reaction frustration can bring. They concerned themselves with the basic needs of hunger, rest, as well as those relating to security, safety, affection. However, it was apparent that one cannot always tell how deeply frustration goes in threatening one's security and adequacy.

I introduced older boys and girls to a heritage that has been heretofore deleted from their texts. The specific activity ultimately achieved was a model of an African home after in depth studies of the homes of various African tribes.

The unit "People of Africa" was already underway when the students became curious as to where or how the natives of Africa lived. We had a discussion where we exchanged ideas about what kinds of homes they had seen in various films and filmstrips. They decided that each home was built a certain way because it was to serve a specific function; i.e., homes might have slanted roofs in rainforest areas so that the rain could run off. Floors were made of pounded earth because wood or tools might be limited. They came to the conclusion that some natives lived in huts of various kinds because of these things:

1) climate
2) materials available
3) needs of the people

We then took examples of three types and compared the needs of each tribe--the function of the home, the materials available. (I brought out mounted pictures that had been copied and laminated from books brought in by the children. These were passed around.)

One child asked "Could we make homes like these?" I was delighted, for this was what I had hoped for. I wanted the idea to come from them.

Several people volunteered. I did not write their names down and did not pin them down in any way. I simply gave them freedom to make what they wished but within these guidelines:

1. Use materials available
2. Get books and make drawings as much like the real things as possible.
3. Be prepared to share your findings with the class when the project is brought in.

The results were surprising! Two boys brought in models two days later. One was an authentic model which was made of toothpicks, and had a clay pot on a stand with real stones gauged in size to the scale of the model. There was a "rotisserie" on which there was a clay animal which could actually be turned to "roast the meat."

The other was done in the art room at school using materials available there. This one was an abstract type which used green burlap to represent oases, etc.

Both were good, and both boys were able to discuss their models with their classmates.

(The models are currently on display in the auditorium.)

Once each week I meet with two boys who are very withdrawn in the classroom, and appear to be underachieving in their classwork. Last week I asked the boys if they would like to find out more about themselves. They stated that they would like to do this. Consequently, I asked each child to describe himself without using his name, the name of his school, or telling me where he lived. Charles, who is very thin, expressed great concern about his health and lack of ability in sports. Anthony stated that he was pleased with himself and did not want to change. However, he did say that he would like to be more out-going. As the discussion progressed, Charles expressed other concerns. When Anthony stated that he was generous, Charles replied that he didn't have anything to be generous with. Eventually, the two boys began talking to each other, rather than to me. They discussed ways to over-come t.. lack of material things. Possibilities explored were doing odd jobs in the neighborhood, and going to recreation, which is free. At the end of the session Charles expressed a desire to see the school nurse. It appears that Charles has began to think of ways to solve his problems. Anthony is very supportive and seems interested in helping Charles.

Perhaps, as the boys begin to work together they will gain confidence in themselves. Hopefully, this will result in their achievement and social relations improving.

My first attempt in understanding the self-concept of students in the "inner city" situation was done by means of a "Who am I?" and "How do others see me?" paper written by the students. The assignment was impromptu, in an attempt to get a "first reaction" and to avoid the manufacturing of an ideal and unrealistic picture.

The results were striking in their similarity and their honesty. Most of the students seemed far more willing to list their faults or deficiencies than their good points. At least, more papers were critical than complimentary. All of them, without exception, looked at themselves in terms of peers, "to my friends I am," "I get along well with kids my own age." etc. No one seemed too concerned with what teacher or parent "thinks I am." The "who am I" portion ended up being sort of an autobiographical sketch, "My name is____, I am____ yrs old, I live at_____, I go to____school" type thing, This is not exactly what I wanted, but being a neophyte at this sort of thing, this is what I got.

The "How do others see me" allowed more freedom of expression and honest evaluation.

The term "Negro" appeared very infrequently. The economic or home situation was never mentioned.

This was conducted in a classroom situation. Any further or more detailed investigation would have to, I believe, be conducted on a more personal basis.

My second attempt in gaining insight into the self-concept of the student was quite similar to the first. It also was a composition on how one sees oneself. The variation came in "attainability," "who I would like to be like" and "Is it attainable?" These were followed up with a short composition on "The opportunities for the Negro in today's society." The composition was obviously designed to check consistency of thought. If attainable the "opportunity" shouldn't restrict him.

Again, honesty was the most outstanding trait. Only those who selected people with physical qualities that they felt they could not match (looks--movie star, voice etc.) questioned the attainability of their model. The fact that they would select someone like this would seem to indicate that (1) they have never really given any thought to the question before. (2) They are not mature enough to be realistic. (3) Fantasy still dominates the way they view the world.

Most answers, however, were realistic and thought out, and all saw them as attainable. I thought it was interesting that a good number of students selected one person or another on the basis of help that they could give people needing it, e.g., nurses, doctors, peace corps etc. The desire to be depended upon was evident.

Nobody appeared "too" concerned with the question on opportunities for Negroes. They didn't apparently, think this would hinder them or hold them back. Each seemed to think "Things are better today and will be better yet tomorrow."

I tried the Rorschach approach this week in an attempt to determine if the environment or past experience of the students will have much of an effect on their interpretation of what they are seeing.

I used a photograph of an old white man, with a cane and a shopping bag being confronted by a group of teenage Negro boys. I first explained what the test was and then pointed out that, "Although we are all looking at the same picture, we are all seeing something different." I then pointed out that this would become clear "when we consider your answers to the following questions." The first group of questions I designed to determine exactly what it was that they were looking at. The second group was an interpretation of what they saw - as per the first group of questions.

First group - "Do they know the man?" "Are they joking with him?" "Are they giving him a hard time?" "Are they asking him for something?"

Second group - Interpret what is seen through the eyes of:

1. The old man
2. The boys
3. A bystander

The results obviously bore out the theory. In some cases it was a racial thing, the old man being prejudiced. In others, they were simply a group of hoods hazing an old man. In still others both parties were good naturedly joking around.

I then had them answer for themselves, silently, "Why did I interpret this way?" "Did the situation remind them of something they had seen recently?" "Do they have a tendency to think this way in most cases when the question of color comes up." I asked them to think about this over the weekend and we will pursue it further.

My 3rd and 4th grade conference section spent the past week discussing personality, good grooming and behavior. My reason for doing this is I feel that how one acts often has a direct relationship to how one sees oneself as well as how he is perceived by others. A sloppy appearance is often noted among children who do not seem to take as much interest in their behavior as they should. As mentioned in another paper, we have a "Good Grooming Corner" in our room where the children may make a last minute check of themselves and each other before going to their first class. When we first started this "campaign" there was a long line at the back of the room each morning as the children lined up to check themselves against our check list. The novelty of this has worn off and I have to remind them almost daily that we are still working on good grooming. Young children must have occasional reminders and I realize that this is true, and I still feel that we are accomplishing what we set out to do, i.e. strengthen their self-image by having them improve their appearance.

The children stated that they feel they act best when they look their best. They further stated that when they come to school "dressed up" this is when they definitely act their best. I feel that this is true and mother's warning to take care of their "nice" things might have some bearing on this too. Most of the children in this group stated that they have a pleasant personality and would not like to change, but a smaller group stated that by improving their behavior they would develop a more pleasing personality.

At present, the youngsters I'm working with, defenseless in their home situations, do in part realize they have problems. Fellow classmates are aware of those who have the greatest difficulties. This week we ventured into a bit of research and discovery. Our weekly activity was seeking and searcing into expressions of worry in unhappy people. We began with a brief comment by me: "Unhappiness truly occurs when needs, wants, and desires are not fulfilled." Shortly, the pupils were off on, "The Big Hunt." They viewed text books, supplementary and co-basal texts, library books, magazines and all other publications available to them in the classroom. From the magazines they did cut-outs. The pupils replied, these people are by themselves. So, I interpreted this, to a certain degree as lonesomeness. Being restricted to magazine cut-outs, the children did a follow-up exercise. This included individual drawings of "Self." These drawings depicted school and classroom situations, day-dreaming, sleeping in school, fighting, headaches, stomachaches, hair-pulling, standing in chairs, looking out the windows and vomiting.

Evaluation - I gathered that the children's drawings were true only in part. They were definitely school centered.

Class's reaction - The pupils were steadfast in working on "The Big Hunt." They became more aware of the many stories, that pictures actually tell. From my observation the children were surprised and alarmed over their many discoveries found from this bit of research and picture drawing.

Following a class discussion on foods and exercises that build strong boys and girls, my first grade children drew pictures of themselves. To allow enough space for their pictures they used large white shelf paper. On the reverse side of the paper the children were traced by a classmate for the comparison of the children's concept of their height and weight with their exact physical structure. I found that most of the pictures did not co-ordinate with the picture of their actual size. Many children drew very large heads. Some students mad long arms and legs. Other children drew small pictures of themselves. I then inquired as to why they pictured themselves this way. Hopefully, the answers will lead me to a better understanding of how the children feel about themselves so that I can work with them where help is most needed.

Amos drew a very large head. He stated that he thinks that his head is that size. When asked why he sketched his legs with points at the bottom he replied, "It helps me to run fast." Amos was probably identifying himself with his hero. Reginald made very long legs. When he stated that he wanted them this way, I felt that Reginald was rationalizing due to his extra large structure as compared to his classmates. Carol was speechless when she was questioned concerning her drawing. It was hardly one half of her actual size. I believe that her speechlessness is a reflection of the repression of her feelings of inferiority. Carol often has to be given a special hand before she will join her classmates in the reading circle and in other class activities. In general, I noted that those children who expressed contentment with their pictures were those who receive average or above average grades in school. I feel that they were identifying themselves with a person whom they admire. I noted a trend in the explanations given by those students who receive poor grades in school. They appeared imbarrassed and often speechless. Some of the children acted as if they were repressing their true feelings about themselves. The defense mechanisms that I felt were used by the children of repression, rationalization and identification gave me a better idea of the students concept of themselves. My next project will be to conduct creative drama activities not only to assist me in dealing with the children, but to give the children the opportunity to express their true feelings.

During the first **week's** study in mental hygiene, we studied the heredity factors, or things we couldn't change. Now I wanted the children to be aware of the things they could change. As six-year olds are very self-oriented, a group discussion along with follow-up projects on physical appearance was well in order. I selected seven children who appeared physically ungroomed. In most cases, divorce, separation, or illegitimacy prevailed and the parent was working, leaving the child apparently on his own to get to school. Although some activities were presented to the entire class, the emphasis was with this small group. If a child feels physically attractive, well rested, and clean, he will have a more positive self-concept. We began by discussing the physical attributes they especially liked about people they knew. They were quick to mention particular classmates who were especially well groomed, also well liked. We discussed soap and water cleanliness, hair care, clean teeth, proper rest, clean shoes, etc. We came to the area of what a six-year old is capable of doing for himself and arrived at a grooming clinic. Shoe shine kits, tooth brush and paste kits, manicure implements, etc. were brought in. We experimented with fatigue exercises and made comparisons with sleep and body rest. We culminated with a large collage of well-groomed and poorly-groomed cut-outs.

This **week's** study has been very successful. The group as a whole seems to be more aware of the ways in which they can look their best. They were more confident and reacted more positively to the classroom. They appear to be more prepared for the intellectual learning process.

Developing the concept of self among my third graders hasn't been an easy task. For the past week we had classroom activities which involved much pupil participation. The children are now beginning to take a look at themselves and are beginning to wonder and ask themselves questions like; Who am I?, What do I want to be?, Who would I like to be?, Why do I want to be like this person?, and How do others see me?

Some of the activities in our classroom required that the children talk and write about themselves. One such activity was a letter written to me by each child. In this letter they were to tell me who they were without using their names. They were to tell me what they thought about themselves and why they thought this. Many of the children thought very highly of themselves whereas others had very low concepts of themselves.

Another activity was a game called, "Guess Who." In this game each child selected another person in the classroom and described how he saw this person. Others were supposed to guess who was being described. The children expecially enjoyed this game. In this activity we tried to develop the concept of self as seen by others.

We also did some role playing. The children selected a person whom they thought they would like to be like and pretended they were this person. After each child had a chance to do his impression we discussed their choices and asked questions such as; Why do you want to be this person? What do you like most about this person? Is there anything that you don't like and why? If you could change him, what would you do?

From such activities I have found that my boys and girls are becoming more comfortable in the classroom. Pupils who were at one time quite withdrawn are realizing that they too have something to offer in all classroom discussions and they are trying to share what they have.

In an effort to give the Negro child a stronger racial pride and sense of importance as a contributor to our nation's history, our school began teaching Negro History (or Afro-American History) on a full-time basis in the auditorium. Within this framework it is my job as the auditorium teacher to do whatever I can to formulate activities within the performing arts curriculum to give the heretofore neglected child, positive images with which to identify.

Since there has been no precedent set as to materials to be used and a formal curriculum guide for the elementary classes in Afro-American History, I have had to use creative teaching methods and formulate my own teaching strategies.

"Use of Pictures In Self Concept"

Encourage the children to bring in pictures of famous Negroes whom they would like to resemble. The children brought in pictures ranging from Negro singers, actors, baseball players, T.V.

personalities to movie stars. These pictures were trimmed and laminated by me. They are then presented a few at a time to stimulate discussion of what had before been a "taboo subject"--that of being a Negro.

I asked such questions as listed below after displaying a picture of Sidney Poitier and letting the class pass it around and have a few minutes to discuss it:

A. What do you know about him already?
B. What did he do to be so well known and well thought of?
C. What type of student was he in school? (Good-bad) If he was a poor student at first what did he do to correct this when he realized his error?
D. Would you like to do what he does for a living? Why?

We brought out similarities between the lives of Mr. P. and our boys and girls. Through discussion, it became clear that it is never too late to make the most of our education.

After discussing several famous Negroes from all walks of life, the pictures are then used to form a bulletin board. The title was simply "Be Proud." At later class meetings we discussed what the Negro had to be proud of; for example,

A. Contributions to history and science
B. Music
C. Art
D. Literature
E. Social Studies

After the class discussion the conclusions are typed on cards and added as the captions for the bulletin board: "Negroes have made many contributions to the world of science." Then names of those people to be studied in the future are listed and the list is used daily by the children to refer to as the course progresses.

At our school, prior to this class, the teachers had decided to concentrate on helping the pupils improve their self-image. Of the many projects that were started in various rooms, there was one in which I had special interest. This was a good grooming corner in the classroom. After our first lecture, my interest was intensified. I decided to use this idea to begin the formation of the self-concept with my conference class.

Without any preparation, I passed out pencil and paper and gave the following instructions to the class:

1. Do not sign or mention any names.
2. If unable to answer questions honestly-leave blank.
3. Do not look on neighbors' papers.

I instructed the class to look around the room for a few seconds. I then requested they think and choose one student in the room they would like to be, if they had to exchange places. They were then reqested to list five characteristics the student had that influenced their choice. They passed in the papers and we read them aloud and grouped the characteristics on the board. We found that the answers could be grouped into two large areas: Good Health Habits and Ethical Behavior. Some students suggested that we set up the corner as a means of improving the physical image of the entire class. The students furnished all the items needed for the corner.

In working closely with home and school, we found that success in any area of living can act as an emotional tonic. The school can play a positive role in a child's experiences even if there has been some damage done in the home or the neighborhood. Since school is built around learning activities, the mastery of new skills and knowledge is the focus of pleasant experiences.

In working in the Math room one may notice a child with a frown. By going to that child and finding out what is the matter, affection is given thereby helping him solve the problem. I think incidents of this nature have emotional as well as intellectual meaning to a child. I feel that teachers who can help children find success in learning are being skillful, helpful and dedicated.

We tried to emphasize these tenets to the child and show him how this makes him see himself and what he is worth to the world in which he lives. These learnings are: 1. Learning Builds Self-Esteem, 2. Learning can help you Belong, 3. Learning builds Confidence.

I feel that the very core of good mental health in schools is the way in which learning activities are guided. In school, the environment is under professional control. Therefore, teachers can arrange matters so that the school environment is simple enough to be mastered. The successes of the youngsters may strenthen their ability to deal with problems later.

Last week we talked about people and how we see them and how these same people see us. We discussed how we sometimes change our minds about certain people because they do things we like or don't like. I turned this statement around showing how people can change their minds about us because we do things other people like and don't like.

I found out that if we talked about other people first and then turned it around so it refeered to them, the children understood it better. For example, Joe said he changed his mind about his best friend Mike because he saw him take some candy in the store. So I said, "What do you think another person or Mike himself would think about it if it was you who did it? Do you think he would change his mind about you as you changed your mind about him?" We did other problems and examples just like the one mentioned above.

We also talked about the different people who think about us and mentioned mother, father, brother, sister, aunt, uncle, teacher, best friend, friends, neighbors, etc. We said that each of these people have an idea about us that may not be the same as another's. Our friends might think we are nice and our neighbor might think we are not very nice because of some of the things we do to them.

I then asked the children to write about what someone thinks about them and to tell me who the person was. Twenty-seven out of my thirty-four children wrote what their mother and/or father thought about them. They said they thought they were nice and kind because they don't fight at home and they help around the house. The other five that were present mentioned grandmother and friends. Only one girl said I thought that she was nice because she did her work and did not fight in the classroom.

I feel my class and a majority of the children in the school are at survival level of Maslow's need scale because they constantly refer to fighting and many times they are involved in a fight themselves.

I was also a little surprised to see that a majority of the children chose their parents versus friends, sisters, etc. Is this because of their attachment to their parents or don't they feel these other people think about them also?

The concept which was selected to be implemented in the classroom was that of relating the "self as seen by self" to the "self as seen by others." The introduction of oneself to a group might help in this understanding. To illustrate this the children were each given an opportunity to state his name to the class while being taped.

It was very interesting to note that those children who swallowed syllables of their names or who spoke rapidly or with poor diction were often children who did not have apparent status within the group. Those children who could be easily identified as leaders in the class were more likely to speak clearly, so that their names were easily understood.

For adolescents looking ahead to eventual independence, the chances of getting a job may be quite significant. The working conditions prevailing in the fields in which they can get after school jobs or summer employment may have a lasting effect. Where little or no employment is available, some aimless restlessness can be expected. Where jobs are easy to find and yield satisfactory experiences, some young folks will cut short their school careers; others will take the first steps toward establishing good vocational attitudes.

We were discussing careers and job opportunities in class and I asked a few of my sixth-graders what they'd like to do. Then I passed out job application forms which I'd secured from the school guidance counselor who was working with me. I worked with four sections, 5th and 6th grades, asking them to substitute "position applying for" with "job I'd like to have." Most of them, interestingly enough, wanted some kind of technical job - not too many doctors, lawyers, and teachers. And only two wanted to be librarians! Two girls wanted to be F.B.I. agents and when I asked why, they said, "Because you have to be able to think quickly." And my "reluctant learner," wanted to be an airline hostess! Miss Jefferies, meanwhile, had taped to each locker on the first and second floors, booklets describing every kind of job to be had. Then my "reluctant learner" came to me and asked if the girl she saw on the American Airlines ad was "for real" or just a picture. When I said she was "for real" we got into a discussion on qualifications for an airline hostess. She left me with a thoughtful expression on her face.

One thing I have observed from my experiences is that one must be patient for results as there are no magic formulas for quick recoveries. One may see some definite progress one day only to note that it was but a temporary one. Probably the reason for this is that there are many different situations which would affect the child's behavior. It is a continuing process. These varying results may be temporary reactions having no affect ultimately, or may be of a permanent nature which may finally result in behavior unacceptable to the society.

One pupil, in whose behavior I have become interested, engages in contrasting behavior. Even though I was delighted to note he reacted most favorably one day, the next day this young boy resorted to his old habits. The only way this child could benefit is to have him extracted from the conditions hindering his improvement, or for the teacher to have him for most of the day for almost a year.

This young boy sucks his thumb whenever he becomes insecure. Whenever I give him extra attention by having him do extra duties, he reacts favorably. He refuses to be disappointed. The moment he does not get his way, he resorts to old habits. His behavior is sporadic. It is not enduring. I will continue to see if I can help him to build a sense of security. I keep telling him that he is important and that he is a good boy. Even though he looks at me rather blankly when I say these things to him. I think he will finally believe me. I hope.

I have also discovered that children respond favorably when they feel they are achieving. I have assigned a project which the girls and boys enjoyed very much. They were to sew either a wallet or a pocketbook. Some of the boys made purses for their moms. All of the children were excited and happy. The students as a whole have improved their behavior. In one particular instance I noticed a little girl carrying her purse with pride. She was tring to behave like a big girl. Apparently this experience is contributing to one of the needs of this child.

In working with a 4th grade class, I presented the self as seen by self.

The children were asked to draw pictures of how they thought they looked now, and then later they were told to draw a picture of how they would like to look. They also had papers to write called "All About Me." These were based on almost the same factors.

For the most part I feel that the children have good sound self images. Most of them seemingly felt loved by their families and they were just as responsive in their feelings toward their parents.

Their impressions of how they were now and what they hope to be for the most part were realistic. There were the usual number of nurses, mailmen, teachers, and bus drivers. I had two ideal selves that were somewhat puzzling. One was from a little girl who drew for her choice of what she would like to be, a bunny! Then a little boy chose a super hero as his ideal. In answering the question why he chose this, he wrote, "Because I may get killed."

At this point I feel so inadequate, because there is a great danger of over or under-interpreting the reasons behind these choices that the children made. I feel unqualified to do anything other than make an educated guess. Perhaps in the little girl's case, she might have made the choice of a bunny because they are soft, cuddly, and small. She is a large girl for her age. In the little boy's case, could he be desiring recognition and importance through a world of fantasy, that is filled with adventure and excitement, that is much more stimulating than his own realistic world? Does he see himself in the role of the unselfish hero, that culminates his life by the supreme act of dying, thereby gaining the ultimate in fame through the act of death that he never could achieve in life?

Jean Piaget, who has extended his work in perceptual psychology to studies of scientific thinking and the child's concept of moral judgment, feels that children have a built in claendar for perception.

The formation of concepts of critical and creative thinking and the improvement of thinking are now occupying a more important place in studies of the mental development of the child.

There is a growth factor of learning at varied levels and a sequential development of the various articulations of the perceptual systems - some children completing the sequence as late as age fifteen.

In the classroom I have sensed this and being cognizant of the fact that Self Concept determines behavior, have set up a family type relationship within the room.

Pupils feel relaxed, grow at their own rate and have the security of knowing that they may seek help from any member of our "Family."

The family resemblance has had terrific impact on the desire to do the best job that one can. The need for self esteem, and in a sense, self actualization is prevalent. The pupils have deep concern for each other and there is no feeling of failure.

The companion section of the pupils mentioned above has the name "That Section!!" For them there is no togetherness, no desire to succeed, no interest in their welfare, or those with whom they contact on a day to day peer basis. They are immature, restless, poorly behaved and constantly reprimanded for their negativism.

This is my challenge for the remaining portion of this school year and the ensuing year.

Since a portion of my teaching time is spent in reading to the children, I thought that the book "He Looks This Way" by Cecile Curtis was an especially good basis for a discussion on self-worth.

In case you are not familiar with the book, it is a very moving story of an African boy and the wild animals he knew. It gives some thought to the way God looks. Each of these creatures thought of a God made in his own image. Suddenly God was seen by all the creatures and He looked just the way each had imagined him to look.

I thought the children were quite perceptive in answering the questions I raised about this story. Before reading the story, I asked them how they thought God looked. I realize that here the concepts advanced were simply the result of teachings - in homes, church and even in school.

But after the reading I asked why the elephant thought that God looked like an elephant. One child answered that the elephant thought that being big was the best thing in the world and that was why the elephant thought that God was big.

Upon further questioning, it was brought out that each of the animals thought that he was the best and this was why each animal thought God looked like him.

Suddenly it dawned upon one young lady, so she explained to me that we think we are the best. Even better than the elephant because we are smarter. And being smarter was better than being big.

This shows us that even as young as the third grade, children are aware of man's self-worth generally, even though their own self-worth specifically is not realized.

For the past few weeks we have been discussing how we see other people and how these people see us. We also talked about people we liked and disliked. So today without much explanation and discussion other than what I said above, I asked my children to tell me what they think about themselves. (How do you see your self-concept?)

I was surprised and delighted with the results. There were the usual few who said they were good because they were nice, or bad because they get into trouble. A great majority of my children though were quite verbal about expressing how they see themselves.

These are a few of their statements about themselves:

> "I think I am intelligent, smart, handsome, good, noble, perfect, and the best."
>
> Patrick

> "I think I am very beautiful and very precious. Sometimes I am stupid and sometimes I don't do what my mother says."
>
> Elizabeth

> "I know I look pretty but some people say I am ugly."
>
> Cheryl L.

> "I think that I am a lady."
>
> Cheryl W.

> "I am very cool. I help people. I fight I kiss pretty girls."
>
> Derrick

> "That I'm hummmmmm GOOD."
>
> Phillip

I feel I gained an insight about my children. However, when I do it again I would do this assignment first and again later at the end of the program and compare the results of the two papers.

After reading The Three Little Pigs, I decided our fairy tale characters would be a good source for acquainting my kindergarteners with the concept of self actualization. I began by reviewing the goals the pigs had set for themselves. Each pig wanted to build a house and make a home for himself. Only one of the pigs was able to attain his goal, so there was only one happy pig in the story.

The next story we reviewed was Jack and the Beanstalk. We decided Jack's goal was to outwit the giant and make it possible for him and his mother to live comfortably. Jack was then able to live happily ever after.

To contrast these stories we reviewed The Fisherman and his Wife. The wife was a person who would never be happy because she was never satisfied with her life. She went from a fisherman's wife to a queen. Then she wanted to become lord of the sun and the moon. She finally lost everything and became a fisherman's wife again.

At this point, I felt the children were ready to relate the idea of goals to themselves. I explained that as we grow up we begin to set goals for ourselves. When we are in elementary school, we think of finishing junior high and then high school. After high school many people plan to finish college and become a teacher, doctor or lawyer. When we finish school, we start thinking of marrying and having children. Each goal we complete helps to make us a happier person. The goals the children set for themselves ranged from becoming artists to teachers. They seemed to understand that they must set realistic goals, and agreed that a person with one leg should not plan to become a great runner.

Practices In
Developing Self
Concept

Junior High School

Since I am working with a special group of boys in what we call the "Opportunity Room," I have an excellent chance to work on the self-concept. Last week I began by explaining what the term self-concept means. I followed that up by having the boys fill out the Self-Concept Record Sheet #1. The papers were very helpful in planning my next period on the self-concept. This week we are beginning to put together a self-concept "Who Am I?" paste board project. Each boy has begun to put himself together with pictures, drawings, letters, etc.

Concerning last week's class lecture, I was particularly interested in the explanation on the different levels of man's needs. These needs being Physical, Safety, Love, Self-Esteem, and Self-Actualization. When these needs are not satisfied, hostility sets in. If it is possible to give more information on these needs, it would be most helpful. Would it also be possible to indicate materials that might focus on these needs?

I have begun an experiment with two classes of 7A students for the purpose of exploring the idea of self-concept. I have set up a situation whereby 7A students will be doing a simplified form of analysis of various self-concepts put forth by other students of their own age and grade.

We began our experiment in analysis by exploring the self-concept of a character, Steve, in a short story. I asked and they answered such questions as: What did his friends think of him?" How did he act towards his friends? Why did he act this way? What did he think of himself?"

I then put the following questions on the board: Who am I? What do other people think of me? What do I think of other people? What do I want to become? The two classes were asked to take these questions home and prepare a little speech answering them. They were told that their speeches would be taped on the next day.

The next day, each class was taken to the library. A tape recorder was set up in one of the conference rooms. Each student was told to give his name during his speech. I let the recorder run for about two minutes for each student. I merely set up the recorder and then left the student alone to tape his speech privately.

Since the taping was just completed today, I haven't heard them yet. I hope to play the tape made by the first class to the second class and vice versa. It will be the job of each class to do an analysis of the various self-concepts put forth in the speeches. As yet, I haven't decided on how much time this analysis should take nor the procedure it will follow, but I'm working on it. If the tapes are adequate, one might be able to build an entire course around them.

In my 7A Reading class at Barbour Junior High School we were discussing an article we had just read entitled, "How to be Popular." After reading the article, I asked the class to name the components that go together to make a popular person. After making a list of about 10 components I asked them if they could think of a person who possessed all of these traits and nearly everyone in the class raised his hand. I then asked how many of them possessed these same traits and not one hand was raised. From this, I began to discuss with them the way in which we see ourselves. We then tried to distinguish why it is so hard for us to see ourselves as opposed to seeing someone else. Afterwards, I took each component of popularity and asked them to define it and answer whether or not they possessed it. Many of the students thought they were popular.

The student's reaction to our discussion on "How to be Popular" was very favorable. In our discussion I introduced the term "self-concept." I explained to them the meaning of the term and we discussed the importance of a self-concept and how we acquire it. The students seemed to understand our discussion on self-concept. In our discussion they readily contributed information about themselves and others. This lesson served a two-fold purpose. First, it acted as a means whereby the student evaluated himself and secondly it acted as a means for looking at classroom behavior. I find this approach very effective wherever I observe that the group is becoming too restless and inconsiderate of others. All in all, the lesson and discussion was very favorable and showed much promise.

The lessons on self-concept were conducted with a group of 9B students. It is necessary to describe this group somewhat. They would be considered a problem group because of their emotional immaturity. Since they are the kind of group described above, I felt they were desperately in need of some understanding of self.

The lesson was introduced by explaining to the students that we were going to spend about two hours weekly trying to discover ways of helping them to understand what and who they are. The students were asked to identify those things or beings that may have had an influence on them. Some of the things listed by students were: parents, other children in family, relatives, teachers, church, etc. We discussed the specific ways in which these things may actually influence our being and thinking. This took up the first of this week's two hours. The second meeting was for the students to write down those ways in which the items we listed influenced them. With permission of the students, one aspect was chosen and read aloud. From this, it was my hope to make students understand that each person was different. No person had, generally, been influenced in the same way, by the same thing. Therefore, everyone had different forces acting upon him.

In general I would say that the students enjoyed these two lessons for two reasons. Being completely honest, I would have to include as one of the reasons the fact that they were happy to get away from subject matter. The other reason is that the lesson gave the students a chance to discuss some aspects of their lives which were meaningful. For example, they were frank in their discussions as to how parents can influence their lives and thinking. I base my conclusion that the students enjoyed and benefitted from the lessons on the fact that more students than ever before were involved in the discussion

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In working with this particular group of junior high school boys and girls, attnetion was first focused upon the need to know one's own interests and abilities; to know one's self as it relates to success in becoming the person he would like to be as an adult. The film "Knowing one's own Interests and Abilities" was then shown followed by a general discussion. Examples of how people tend to look upon us as bullies, attractive, handsome, ugly, intelligent, cool, etc. was given and discussed in detail. Other examples of how we tend to act, believe and see ourselves in this way were discussed. The students were then asked to write two short paragraphs on:

1. How do you think your friends see you?
2. How do you see yourself?

They were asked not to sign their names because I felt this would provide us with more honest and sincere answers.

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In many instances, the students seemed lost as to what to write. Many wrote they had never given the question of what other people thought of them nor who they were much thought, but this discussion caused them to think about who they were quite seriously. There was some correlation as to the way in which they saw themselves and the way in which they thought other people saw them. Still, others claimed they were not sure how other people saw them, and only wrote how they saw themselves.

Although the period was not long enough to pursue the answers given, it was quite evident that the three components discussed at our meeting, Self as seen by others, Self as seen by Self, and Self ideal, was being expressed. For the person who was at a loss to comment one way or the other, this emphasized the component of how difficult it is for one to see his real self.

After reading the Self-Concept paper "Who Are You," I prepared and conducted two-forty minute classes. At the end of the second class we had a round table feed-back discussion which was very important and informative. Thursday and the following Tuesday are to be a continuation of our lecture.

Each boy is preparing a "Who Am I" poster board which is coming along real well. These should be ready in another week or two.

We have now held five, forty minute classes on the "Self" and more fruitful results are starting to show. During our last round table, feed-back discussion we were able to explain why we sometimes act the way we do.

The Self-Concept posters are in the preparation stage and are not moving along as I would like.

Being an assistant principal and having no classes that I teach, I used a 7A drafting class of all boys, that I had to cover as an opportunity to try and introduce the concept of self.

I began by asking "What kind of music do you like and why do you like it?" We discussed mostly the Mo-Town variety and why they liked particular artists. From there I asked "Does everyone like Mo-Town music? If not, why not?" Ideas of different ages and geographic areas and background were introduced. I then asked what kind of music would they like in Brazil or China or Arabia and why it would be different, introducing the word "environment" and then "culture."

The question, "What affects what you are, and how you behave?" introduced ideas of heredity, maturation, and environment (parents, adults, peers, self), drawn from students with myself providing the terms used to describe their ideas. I then drew the "self diagram" on chalkboard and lectured on idea of "self" and how a child becomes aware of self. The period was then closed with a discussion of how they are seen by themselves, by others, and what they would like to be and how these all compare. This led to the question of "How does your self-concept influence your behavior?" We discussed how they get their ideas of what's good and bad, smart or dumb, and expectation of success in school and life.

I don't know how much "lasting" learning resulted, but the students were vocal and expressed interest and depth thinking. Some remarks were silly and immature, but I feel some were starting to think about causes of their actions. I hope to follow-up with same group next week.

During the past week I had a chance to discuss the development of a self-concept with my 9th grade English class. We were discussing the story Victory in My Hands, about a man who loses both hands during World War II following an airplane crash. I defined self-concept for them and then asked them how it applied to the main character, the man who lost his hands. The students, in doing this assignment were asked to place themselves in the place of him. The students responded very well to this exercise. They made statements regarding his self-concept and backed them up with explanations as to why they felt this way. Many of the remarks by the students showed maturity and a sensitivity to the problem.

Next, we talked about how others see us. We began by talking about how others saw a man with no hands and by giving an explanation of why. Again, some of the remarks made by the students showed maturity and a sensitivity to the problem. Then we moved on to discussing a self-concept and how it affects us, as individuals. We discussed such points as when does a self-concept develop, how important it is, and the effects of a strong and weak self-concept. The discussion showed great insight by the students. The most satisfying feature of the entire discussion was the fact that I did not participate in the discussion, but I only entered when asked by the class to clarify a point. The students answered and challenged each others' questions. I suppose that one of the major reasons they were so aware of the problem of a self-concept is that they are to describe, to me, how they perceive themselves, as a partial requirement for their vocational scrapbook. From all indications, this is to be the class I will concentrate my efforts on as I try to fulfill the requirements for this class.

For the last two weeks, my students have been looking at the self-concept from two general aspects, first, the effect other persons have on the formation of the self-concept and secondly, how the socialization process influences the development of self concept.

In introducing the first topic I had the students read the final act of John Steinbeck's "Of Men and Mice." After reading it we discussed three of the characters from the eyes of others. We then analyzed these same characters in terms of how we thought they would describe their self concepts.

Another method used was to analyze some essays which the students had previously written on the topic "What do others think of me." These were read aloud and the students tried to describe the type of self concept they thought this person might have because of the way he felt others felt about him. The writers remained anonymous unless they wanted to identify themselves and comment on what had been said about their self concept.

The second aspect which we considered was the relationship of the socialization process to self concept. After a lecture by me as to what socialization is and why it is necessary, we looked at the parent as a socializing agent. The students related to the class experiences they had with the socialization process and how they felt they had been influenced by them.

In the next week I hope to deal with this topic more fully as well as look at the role of the school in forming self concept.

Work with the junior high school group of boys and girls discussed in the previous report continues. Briefly, the boys and girls claimed they hadn't given the questions addressed them much thought or consideration and were so overwhelmed that they would like to pursue the questions of "How do you think your friends see you?" and "How do you see yourself?" in more depth. We reviewed the previous discussion and papers submitted. This time we focused or centered our discussion around why they saw them the way in which they claimed. This discussion was quite general in nature with the responses not being directed at any particular individual or group. We felt that by using an impersonal approach the students would unconsciously respond or reveal their true feelings relative to their true self.

It was quite obvious that the students had given the questions this time more serious thought and appeared to be quite anxious to find out why and what their friends thought of them as well as how they saw themselves. Many of the students appeared to be grappling in the dark on the puestions posed. Out of this group of 35 students, 3 wrote that the way in which they thought their friends saw them was in no way related to how they saw themselves. Still others claimed that more time was needed to discuss and think about the questions so that more honest answers could be given. Again, the period ended with the students being so interested and enthused in the topic that they requested we continue with this discussion at a later date.

During the past week my students have been discussing the topic of socialization and its relationship to the self concept. We arrived at the definition, "It is creating people who can live in a group." From this starting point we moved to the kinds of things that occur as a result of the socialization process. The following are some of the things listed by the students. "You learn not to strike your parents or others in authority." "You learn what kinds of things you can say to what people." The students also made a listing of the basic socialization processes. For example, to eat with a knife and fork, personal cleanliness and toilet training.

The students felt that all of these things had a positive bearing on self concept. If one is not properly socialized he cannot view himself in the correct manner. They pointed out different types of personalities which they felt were a result of this, for example, the bully and the overly shy person.

We also looked briefly at why socialization might fail. One reason which most of the students felt very important, was that parents and teachers often try to socialize the person by the "Do as I say not as I do" method. The students were able to offer many examples in this area. Some of them were, a parent who tries to teach the child not to use swear words but uses them himself. Because the child knows he will be punished he refrains from this as long as they are present. Another example occurs when the child is taught not to fight with his peers in one instance and in another told, "If he hits you, hit him back." The child is confused and doesn't know what he should do.

I felt that this was a particularly good session because the students were able to express themselves without fear of being ridiculed and they found out that most people's parents were basically the same as their own.

I returned to 7A drafting class after two weeks to review and carry-on with concept of "self." I only had one-half hour this time due to another commitment,

I reviewed "What affects what you are and how you think?" Students remembered basic ideas, but forgot vocabulary words introduced. So I proceeded with chalk-talk on physical and cultural environment plus physical inheritance and maturation, to review what was covered previously. I went into "self" again, and "self-concept."

I returned to the question that I ended on in the first session, "How does your self-concept influence your behavior?" I tried to bring out the value of self-confidence and how the attitude of others towards you influences your behavior because of its effect on self.

I brought up self-concept based on needs, but time ran out. I will move to this next time.

I feel there is a glimmer of the idea of self emerging and a definite concept of the roll of our environment in molding self. No concrete value has emerged out of this, yet, however.

During the past week, I have spent approximately fifteen minutes a day with a group of thirty-three students developing the idea of self-concept. I found that the students were quite receptive to the idea of learning about themselves and why they are the way that they are. One of the interesting ideas I found was the fact that many of them find it easier to describe themselves in terms of what they thought others thought of them.

Because my students were so receptive to the idea of discovering themselves, we began by using the discussion and analysis method of presenting these ideas. In the first session the students arrived at their own definition of the word Self-Concept. They saw it as "The idea of who you are and what you are." In the second session, each student wrote a short essay on these topics, "Who am I?" and "Who do others think that I am?" In the last three sessions we have been analyzing why the information might have varied though the topic under discussion was basically the same.

The project I have selected for a hygiene class of forty-two girls pertains to self-awareness and who am I. The girls are constructing folders about their personality and the careers they envision at this time.

The folder will consist of two sections, one entitled personality sketch and one concerned primarily with their career.

The personality sketch is not to be considered an autobiography; rather it entails how they think, feel and react to certain ideas. An outline was provided which would serve only as a guideline. Included in the outline are family and home relationships, school life, emotions, social skills and friends.

These are only suggested topic areas; all of the material does not have to be included. Other ideas which the class members might have, could also be incorporated into this report. The primary purpose of this paper is to have these girls consider these topics and relate their feelings or ideas onto paper.

The career section concerns the future life of the girls. They are investigating a possible career for themselves. This would include education requirements, salary expectations, future advancement possibilities to name a few.

After a careful study of the Record Sheets "Who Am I?" especially the section "What I want to be like?" I began to see a pattern taking shape. I noticed that many of the characteristics that the students put down as being what they most wanted in the area of appearance, personality, abilities, interests, were also present on my own sheet. Example one boy put down that he would like to have more up-dated clothes - a friendly smile - and to find out how to cash in on his abilities. After having some other teachers fill out a record sheet, their result showed many similar desirable characteristics.

My group held a discussion period in which we talked about adults and the continual need for them (adults) to improve. This period was the most fruitful one of our series to date. A real and frank exchange of ideas and opinions helped point out many similar needs in the young world as well as in the adult world.

In regards to the lecture on Self-perpetuation I began to gather information on defense mechanisms to present a demonstration to the class. The first one will be on Identification.

One class designed poster boards on self-concept. Object - to put down on a poster board (20" x 24") a Self-Concept - What Am I? - Who Am I? - and What I would like to be:

Rules

1. Research magazines, books, drawings (students own)
2. Individual boards for each student in the class.
3. To identify with objects socially, economically, that are meaningful to the students.
4. Help other students gather materials that may help their poster boards.
5. Display all poster boards - with each student having the option to explain his project.

During our last class discussion period we engaged in some role playing.

One boy was given a list of undesirable character traits and asked if he could think up a situation that would show these traits to the rest of the group. (Ex.--A high school boy who is angry at the whole world and sees himself as a boy who is not wanted or even cared about by society.) The other boys were asked to describe the Self-Concept that the boy was displaying.

At first this did not seem to work out too well because the boys were finding it very hard to think of situations that would show all of the undesirable characteristics. Secondly, the others had a difficult task putting these traits together or even in some cases identifying them.

I then tried to explain some of the traits that were being used. This, then, seemed to help the boys identify similar traits used by the person playing the undesirable role.

This was too difficult to accomplish during one class period. For our next discussion period we will try this role-playing situation again to see if we can make any progress.

In my general language class I set up a "German" restaurant situation. It was necessary for the children to put themselves into the German mentality in order to perform the scene successfully. The manner in which each child performed was an indication of how he pictured himself in a group contact situation.

Some children were very shy and at first didn't want to perform. In most cases their personalities and their concept of an "ideal self" were the motivating factors primarily involved. Many normally shy and reticent youngsters suddenly became suave and debonair, international socialites. This is a practical method whereby children can project facets of their ideal self into a practical situation

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I began the class with a discussion of the four selves. We spent one complete class period on discussing this topic. I started out with the statement, "None of you really know who you are!" The following day I made an arrangement with a student to put on a performance without the knowledge of the class. I asked this student a question which was previously arranged. When the student couldn't answer the question I literally "blew my top" using abusive vernacular. In the ensuing silence I asked them to take out a piece of paper and as quickly as possible to write down their impressions of me at that moment. They were not to sign their names and to be completely honest in their opinions. Needless to say, most of the students used this opportunity to vent other frustrations, but none saw it as a "put up" job.

The next day, after disclosing the fraud, I read excerpts from various papers showing the many and varied points of view evinced by different students. We then spent the remainder of the period discussing how one's self, as seen by others, is generally quite different from the self as seen by self, and how it might affect the real and ideal self.

During the past week, I had the task of discussing further with my ninth grade English class the development and maintenance of a self-concept. When we left off last week the students were making a list of points which make up a healthy self-concept. This week, however, we tried something different. This week we attempted to determine the self-concept of some of the cartoon and literary characters we have studied thus far. We began by discussing such characters as Tom Sawyer and "Huck" Finn. We also discussed such characters as Walter Mitty, Andy Capp, (a cartoon character), and Linus of the Peanuts cartoon series.

We approached our discussion from two sides: (1) the way in which we see ourselves, and (2) the way in which others see us. We began our discussion by naming a character and then telling whether or not we thought he had a positive or negative self-concept. After this, we tried to recall specific instances where the development of a self-concept was seen. Then we tried to decide whether or not whatever happened or how the individual reacted was good for his self-concept.

On the whole, the discussion was very enlightening, and the students seemed to grasp the idea of the importance of a self-concept.

In the past week, our school has been experiencing a rash of firecracker explosions. On Friday, in one of my more "lively" groups, a firecracker was exploded directly outside of my room. It was apparent that this could result in chaos within my own room. I posed the questions, "What might have caused this person to throw the firecracker?" It was expected that their answers would be based upon our discussions of defense-mechanism and need theory.

Unfortunately, this attempt was relatively unsuccessful. The students had all, at one time or another, been involved in challenging authority, and could identify so closely with the "thrower" that they couldn't observe the situation objectively.

My planned lesson for this week failed to materialize. Instead we continued with last week's discussion. In the previous week the students completed the reading of "A Raisin In the Sun" and had begun to discuss the character's self-concept.

This week we took up the character of Walter Lee Younger the lone male figure of the play. It was quite obvious to the students that Walter had problems with his self-concept. They felt that he really wanted to change. In order to fool himself into thinking that he had, he used many defense mechanisms, particularly that of rationalization. In attempting to identify the source of Walter's problems they looked into his environment and his relationships with others. Many interesting ideas were expressed along these lines.

Several of the students felt that the true cause of the problem was pride. The character had no pride in his manhood.

Carrying the subject of pride further the students decided that pride to a certain degree is necessary to a healthy self-concept.

Last week, my ninth grade English class and I discussed further the idea of a self-concept in relationship to vocational and occupational choice.

We began by naming various careers. Three of the ones we spoke about were medicine, teaching and secretarial work. We tried to tell how we saw the individual in relation to his job and how the individual saw himself in relation to his job. After this, we described personal traits which the person holding this job should have and told why this trait was desirable. We also listed, on the board, undesirable traits which these individuals should not possess. We then thought about people we know in the profession now and the types of people they are, in relation to their job. They were then asked to write a short paper about the person and his job using as many of the traits listed on the board as possible.

As the class period ended, I asked them to write on a slip of paper the job or career that they saw themselves in and briefly, not more than two sentences, tell why. Next week, we are to continue our discussion of careers and the self-concept.

For the next two weeks I am planning some review and feedback sessions. This will consist of a review in the form of a question and answer period plus a work sheet. The last session will consist of a discussion period plus an examination. The material that will be covered will start with the "self" and end with defense mechanisms.

During the last session I plan to pass out the "Who Am I" sheets that the students filled out during their first class. Today I am having them fill out a second set of the "Who Am I" sheets. The students will compare their first sheets with the second ones and make any comment they feel should be made.

Practices In
Developing Self
Concept

Senior High School

In one of my classes I took ten minutes and gave a brief explanation of the formation of self-concepts, including the actual basic of needs in life. Being in a bookkeeping class I attempted to activate the need for upgrading their reading and math level. I tried to show them the correlation of learning as a basic need in life, trying to impress on them the need for improvement in such things as school work and behavior. In discussing the components of self-concept, we also discussed self as seen by others, self as seen by self, and finally the ideal self.

As a test reaction I had the students to write a short paragraph on what self-concept means to me. Actually, from the papers there seems to be a new awareness. The majority of them seem to realize the need for improvement in four particular components: one's self, self as seen by others, physical environments and the ideal self. After going over self-concepts, all present seem to be more interested and the production of work this past week was an improvement over previous weeks.

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After carefully considering the best way to correlate the discussion of the self concept and achieve the best results in one of my classes, I decided to use my Business English class and correlate the self-concept in terms of reading and understanding. In each lesson plan prepared for this class, I used as one of my objectives reading and understanding. (This has been one phase of the students' education which has been given little emphasis.) The students tend to think that the instructor should, read and explain each unit to them. This I discovered at the beginning of the semester. The approach used was as follows: I assigned a unit on the sentence. As usual, the next day I had to explain each little detail of the unit, which was very understandable, before we could do the exercises relating to the unit. After explaining the unit and asking the class to take notes, I assigned an exercise on the unit. Responses on the exercise were very slow the following day because the students had again refused to even read over their notes before doing the exercise. Then I proceeded to give a quiz over the unit. Again, results were very poor. After all of my efforts I gave the students a brief talk on the concept they had of themselves. Most of them stated that no one had ever expected them to read anything and explain it the next day. Some stated that they had been told that they couldn't read anything correctly; therefore, they didn't bother. I then proceeded to build up their self-concepts in relation to reading and just general intelligence with positive concepts relating to the phase of the lecture regarding self as seen by self, combined with the ideal self, and self as seen by others.

The results of the above action were very favorable. I ended with the phrase, "I know you can do better." The next day I gave another quiz, and the grades were surprisingly high, even responses to the quiz discussion were very good. The new concept instilled into the students did not stop with the unit on the sentence, but has continued on their other assignments also. Because of this new attitude of the students toward their work (based hopefully on a modification of themselves as seen by themselves and others), the class is more interesting; they seem to really be a part of the class in their participation. I feel as though my teaching techniques are accomplishing the objectives I have set for the class.

As a follow-up on the discussion of the self-concept theory, I held a free discussion session with a study hall group composed of five girls and three boys. Since the study hall group is unsupervised, I thought that the group would welcome a chance for open discussion on certain topics.

The first topic we discussed was "Self." As a thought starter I asked the question, "Who am I?" Responses to this question were very good but unrealistic. Most of the students stated that they tried to be themselves and that other people had no influence on the forming of the "self." (This is what was meant by the term unrealistic used above.) At this point I explained the concept of the ideal self because most of them had misinterpreted the "self" as being the "ideal self." At our next meeting our thought starter was, "I am what other people think of me." At this session the discussion was very heated with pros and cons regarding the thought starter mentioned above. I hope these sessions will serve as an awakening period of re-evaluation of the self for the students who are participants.

Taking advantage of our recent Detroit Emergency, I was able to take an entire class period and discuss self-concept. I decided to use it in one of my larger classes to check the responses on a larger group. In this class instead of trying to incorporate the ideas of self-concept into the actual lesson I spent forty minutes in lecture and discussion. I even went to the point of drawing a scaled down diagram similar to the one we used in our class. During the class, we actually went through several of the components that go into the make up of self-concepts. From self being in which we discuss a persons unseen inner-self, to things which compose a person's self, such as environment, and peers. We also discussed self as seen by others, ideal self, and self as seen by self. For some reason self as seen by self didn't get a real positive response. Last of all, we discussed needs such as safety, food, air and education. We spent about five minutes on the educational needs. We discussed ways of improving our self-concepts by increasing our education.

The response of the class was just great, the class really opened up. In discussing concepts that go into self being, they actually talked about their home environment, and they also talked about the role of parents and teachers as peers. On the whole, the response gives you the idea that students are a bit more aware than we think. The only thing I thought disappointing was the discussion of self as seen by self. For some reason they didn't think what they thought of themselves was too important. The one thing I'm going to do in that particular class is to get the students to have a higher regard of the good things they see in themselves.

SUMMARIZATION
OF LECTURE ON
MECHANISMS THAT
DISTORT REALITY

Psychological Defense Mechanisms

Introduction. Through learning one develops various ways of meeting anxieties and frustrations. The ways in which a person meets and attempts to overcome or adjust to any obstacles shape his personality. A person may try to master a threat by realistic problem solving methods or he may attempt to rid himself of the anxiety by using methods that deny, falsify or distort reality.

Unless used to a great extent the defense mechanisms are essentially normal. (Although normal, they are not the healthiest types of responses.) If a person is overly dependent on them, those defense mechanisms will hinder development rather than help.

Identification. Identification can be defined as the incorporation of the qualities of an external object, usually those of another person, into one's personality. A person, who successfully identifies with another, will resemble that person

The copying or molding of a personality after another's, is a part of the growing up sequence. Much of the complexity of adult personality is attributable to this.

One may identify with objects, successful people, athletic teams, etc.

Repression. Repression is the keeping of that which is threatening from becoming conscious. When a problem is kept out of awareness, anxiety is not evoked. Repression illustrates the saying, "What you don't know doesn't hurt you." Repression is an unconscious type of reaction, in that the thought repressed is extremely threatening to the self-concept. Repressed desires do not always remain quiet. They may reenter consciousness under various disguises. Boasting may be a type of repression coming to the surface under a disguise.

Reaction Formation. Reaction formation sidetracks an impulse from awareness by concentrating on its opposite. This defense mechanism is often considered to be a form of repression since it is not recognized by the individual. Reaction fromation can be distinguished primarily through the feature of exaggeration. The behaviour is counterfeit. Some crusaders and fanatics may very well have been trying to disguise the real feelings and desires they felt by demonstrating the opposite attitudes.

Rationalization. A rationalization is a justifiable excuse or alibi in the external or internal world for doing something that is frowned on by the society or the conscience of the individual. This includes the substitution of a socially approved motive for a socially disapproved one. Naturally, a rationalization operates unconsciously or else it would not reduce anxiety. When a rationalization becomes conscious, it is a lie not a rationalization.

Regression. A person, utilizing the defense mechanism of regression, retreats to an earlier level of development. A threatening situation may cause an individual to fall back to a response that was successful in childhood.

Fantasy. To avoid trying times the individual may utilize fantasy to reduce tension. A certain amount of daydreaming is beneficial. Without daydreaming, harsh reality may press too hard.

Compensation. Compensation refers to the making up of a deficiency in one trait by concentrating on some one activity, and becoming strong in that area.

Displacement. Displacement is the process by which energy is rechanneled from one object to another. If one person dislikes his boss, he cannot take his frustrations out on the boss. He may "displace" this hostility to his wife when he gets home that night. This makes use of a scapegoat.

Projection. Projection is the placing of an undesirable quality from oneself to another person. "I am not hostile, you are hostile." "I am not jealous, you are the jealous one."

Sublimation. Sublimation refers to the process of satisfying an unacceptable impulse in a way that is now acceptable to oneself and society. This might be exemplified by an individual who has a need for aggression and sublimates it by becoming a football player. Bordin and Segal in career development theory place major emphasis on work being sublimational expression.

MECHANISMS
THAT DISTORT REALITY

Mechanisms

That Distort Reality

Elementary School

In an attempt to relate to my students some of the ways in which people use defense mechanism; I began by reading to them a story from Seeing Ourselves - "People are Like Mirrors." The children were then permitted to dramatize the story. They were aware of the anxieties of the characters they portrayed; and the entire class soon got the idea that the characters of the story reacted the way they did in order to hide their feelings.

After the dramatization, we made a list of ways in which people try to hide their feelings. Some of the children were eager to contribute to the discussion while most of them were reluctant and seemed a bit secretive. I got the feeling that maybe they felt that I was trying to delve into their private feelings. However, some things they mentioned were:

(1) Sometimes when people are embarrassed they will talk about others.

(2) When they are jealous, they say they have more things than they actually have.

(3) When they are angry with their mother, they do things to displease her.

(4) They are sometimes mean to their brothers and sisters at home, and nice to their friends at school.

(5) When they are the losers of a game, they brag about something that they can do better.

I intend to continue by explaining various defense mechanisms and letting them categorize their list, then try to develop some ways to control these defense behaviours.

In order to demonstrate ways of "Identifying and Coping with Some Defense Mechanisms in the Classroom," I began with the children by placing the defense mechanisms on the blackboard and explaining each one. In trying to help the pupils get a clearer understanding of how these Mechanisms relate to us daily in some way, examples of certain behavior patterns commonly executed in the classroom were used. Charted illustrations of all the defense Mechanisms were presented, secondly, to the pupils on a large sheet of poster paper for observation. The illustrations were placed on the bulletin board. For the next three days, the pupils were asked to cite occurring incidents and illustrate their observations on mimeograph paper. (The mimeograph sheets named the nine main defense Mechanisms with one example of each given, as a guideline for the pupils.)

Class's Reaction - The children were quite enthused about learning the labels of their daily actions and experiences. They drew examples of children talking when others are talking, pushing in lines, moving in front of others, fighting, picking up others belongings, day-dreaming in class, looking at paper dolls and comics during class periods. The class concluded that being aware of why they act this way, certainly helps them to understand themselves better. Finally, we decided that our use of the Mechanisms are more of a spontaneous nature.

On Thursday we watched a movie called, "Glen Wakes Up." It was the story of a little boy who lost all of his friends because he was unable to play without cheating; who was scolded by his parents because he wouldn't do his work with a smile; and who threw rocks at the neighbor's cat. Since I considered my last lesson a failure, I thought the movie would be a good vehicle to use for another try. In the previous lesson I enacted some of the most prevalent incidents in the kindergarten. The class thought the teacher was entertaining them. I hoped the children would be able to relate to the boy in the movie.

I began the lesson by reviewing Glen's problems. I asked "Whose fault was it that Glen was unhappy?" Answer: His. "Why was it his fault?" Answer: He didn't know how to get along with other people. "What did Glen do to make people dislike him?" Answers: He cheated when he played ball. He threw rocks at the cat. He got angry when his mother told him to rake the leaves. "When Glen decided to change, what did he do to make people like him?" Answers: He raked the yard with a smile and without being asked. He apologized to his neighbor for hitting her cat. He played fair, when the boys let him play ball.

After this discussion, I felt the next step would be to see how many of the children related to Glen. I asked, "How many of you have blamed others for naughty things you've done?" Several children volunteered answers. "I left the basement light on and blamed my brother." "I threw rocks at my cousin and blamed my sister." "I dropped my dad's battery and blamed my brother." I asked the children who related the incidents why they blamed others. Answers: I didn't want to get a spanking. I didn't want to have to stay in my room. I knew I had done something wrong.

Most of the children were reluctant to admit ever doing anything and blaming another person. Later, I reviewed the answers and felt the children who replied weren't displacing. They were aware of their dishonesty.

During the past few months, I have noticed that several boys in one of my guidance groups constantly resort to irrational ways of solving conflict. Thus, I composed a group of five boys to discuss ways of solving problems people meet daily. I explained the meaning of aggression, regression, repression, projection, and rationalization to the group. After the explanation we discussed and role-played situations in which the various defense mechanisms were employed. During this discussion Melvin constantly gave examples of how other children in his class projected their faults onto him and got him into trouble. Whenever Melvin gets into trouble at school he claims that he is innocent and blames someone else for his plight. Kenneth stated that, "I don't get into trouble like the rest of them (the boys in the group)." However, he is in the office daily for misbehavior problems. Michael said that the teachers don't like him so they pick on him constantly. Larry, who gets into fights daily, claimed that other children always bother him. I have observed Larry tripping his classmates, throwing paper at them, and overheard him making derogatory remarks about other children. Gerald stated that people always do things to him and that his mother told him to defend himself. However, Gerald often over-reacts when the other children hit him. For example, if a child bumps him on the arm he will knock the child down.

Although the boys continued to use defense mechanisms of projection, rationalization, repression, etc. throughout the discussion, they asked me to meet with them again next week to discuss the topic further. They appeared to grasp the meaning of projection and rationalization very well. I have overheard Melvin informing his classmates that they were rationalizing. Michael's favorite term appears to be projecting. Though this lesson has not resulted in the group's discontinuing the use of the various defense mechanisms, they appear to be able to recognize them when their classmates resort to using them. Hopefully, after further discussion they will recognize their own reliance on the various defense mechanisms and learn to resort to other methods of resolving conflict situations. During the next lesson I hope that we will be able to explore in depth several alternative ways of handling conflict situations.

We discussed defense mechanisms in class without using the terms. I described students in a certain situation and how they might react in that situation. I had great participation in this one. "We" created a situation for each defense mechanism.

I then had them list as many incidents as they could in which they reacted in a similar manner as the cases already cited, then tell me why, in their opinion, they reacted as they did. The results were interesting. Many students gave a good "honest" appraisal of themselves in that situation and were pretty perceptive. Others missed completely. They really were not "conscious" of the "why?" nor did they, for that matter, even consider that there might be motives other than what had been cited.

I then went into a lecture, very brief, as to what these mechanisms were, pointing out that doctors are now able to tell us "why?" we react in certain ways. There are reasons, some we may not even be aware.

Next I took the papers, described some of the situations and explained some possible reasons for this reaction. There seemed to be an "oh yea" type of atmosphere. They wanted to delve deeper.

We may not be solving all the problems -- but we are taking a new honest look at ourselves with more understanding of the "why?"

Children use defense mechanisms as well as adults, but the one that seems to be used most frequently in the classroom is day-dreaming or fantasy. One can see evidences of other defense mechanisms in the classroom, but to a lesser degree. I discussed "day-dreaming" with my third and fourth graders and found that they readily understood the term and admitted that they have day-dreamed at one time or another. It seems to me that the more capable pupils resort to day-dreaming less than the slower pupils. It seems to follow then that the former group is not threatened by "failure" as much as the latter group. Therefore they do not have as great a need to retreat from reality. I have observed some of my better or more capable pupils day-dreaming and I feel that this was a result of their not being challenged enough. I don't know how valid this assumption is, but I have seen evidences of it in my teaching experiences, and when I give them a more difficult assignment they seem to day-dream less frequently.

When I asked my pupils why they think they day-dream most of them replied that they did not know, but others gave such reasons as, "To get out of doing the work." "The work is too hard." etc. I know that there is a need for them to use various defense mechanisms and the only thing I feel that I have a right to do is to see that they do not spend all of their time in the world of "make-believe."

I had an excellent lead into a continuation of a discussion of "Defense Mechanisms" when one of the boy's behavior seemed almost unbearable for me and the class. A girl blurted out, "I know why he is behaving that way, someone probably made him mad at home."

I asked the class if they would like to continue their discussion on "The way people behave in order to hide their feelings." They entered into the discussion more freely than before. I listed six areas of defense mechanisms that would cover the list the children had previously developed. I explained each one, and was pleasingly surprised at their ability to immediately comprehend them. We were able to categorize the list they had developed.

I led them to understand that most people make use of one or the other of these defense mechanisms, but it becomes unhealthy when we use them too often. I asked the class to think of ways in which we could practice control of our defense behaviors. They mentioned the following:

1. Ask someone to play ball with you.
2. Draw a happy face.
3. Start talking to someone about anything.
4. Tell someone else what happened.
5. Try to find something constructive to do. Ask teacher to let you straighten-up books.

The concept of fantasy as a retreat from reality was developed with a group of six, sixth graders. We first discussed day-dreaming, "Why do we day-dream; when do we day-dream; what do we day-dream about; and when might it have value?" They concluded that we day-dream when we are bored with classwork, or bored at church (which is most of the time). We day-dream when what we are day-dreaming is better than what we are doing in class, when we have something on our minds (It's a way of getting it off our minds), and when we are making plans. They felt that day-dreaming was out of place in school when they should be learning things, but when they were by themselves it was O.K. They drew pictures about their day-dreams which were, a swimming pool, lifting weights, a house for sale, a boy diving, and a TV going, with the statement, "I wish that was me." They decided that many of their day-dreams were about something that they wanted, or that they wanted to be.

One boy played with his paper the whole time and said he couldn't think of anything to draw about. He was unusually serious--for him. The group was amazed to find out that every one of them sometimes day-dreamed (including me and other adults). They took the discussion quite seriously, perhaps because it affected each one personally. Each one had been "caught" at day-dreaming one time or another. They learned a little more about themselves.

Although this week was to be devoted to defense mechanisms, we only touched upon it lightly. I am first trying to get these six year olds to think and realize how they feel about different things and that their opinions are different.

We did talk about displacement. I suggested that I might do this if something happens to me like getting angry and not being able to say anything, I might come in and take it out on them. I then suggested the example of the father not being able to say anything to his boss and coming home and taking it out on them and mom. This many of them recognized and at least a few of them might better understand this behavior the next time it happens and realize that it is not really directed at them.

The children got quite excited on the following. I asked them to think first how they would finish the following sentences: "I feel bad when . . .." "People think I . . . ." "I wish teachers . . . ." (I learned quite a lot from this one as to an insight to myself and all of them gave me certain insights to the children). "I wish my father . . . ." "I wish people wouldn't . . . ." "I hope I'll never . . . ." I am attaching their comments that I jotted down as they gave them to me. I do this to show how 6 year olds will freely give comments. Older children or adults might be hesitant in doing this. Most important it got them thinking about their thoughts and feelings and being able to formulate them in a communicative way. At times when a child was verbalizing, others would agree strongly, perhaps putting into words something they evidently could not. Talking about themselves like this, they were more involved and attentive than they have been all year.

People think I . . .
- am pretty
- am bad
- am nice
- am happy
- am nice with Miss Kostun
- am handsome
- am nice everywhere
- am good
- am sharp
- am grateful (vocabulary here surprised me)

I hope I'll never . . .
- cry (from a girl)
- do anything bad
- be bad
- play with daddy's stuff
- get in a fight
- get married
- spit
- fight
- die

I wish people wouldn't . . .
- fight
- kiss
- fight in school
- kill
- be bad around other people
- get on the grass
- kill Dr. Martin Luther King

I feel bad when . . .
- my teacher yells at me
- I am sick
- I am sad
- I can't have my way
- I don't do my work
- I get an E
- my mother is sad

grab me and kick me and hit me
pick on me
draw ugly pictures (think he was referring to himself)
push in line
start fires

my brother hits me
at the doctors
I do something wrong

I wish my father . . .
- would get married
- wouldn't yell at me
- a happy day
- would take me to Belle Isle
- would buy me a bike
- would take me to my aunt
- would take me to the hospital to see how pretty it is (Going to check this further)
- wouldn't smoke a cigar
- would take me to the beach
- would give me $2.00
- would give me a job
- would take me to Mississippi to see my grandmother
- would take me swimming
- would let me wash his car
- would never kiss a lady (I asked about mom, she was included. Same girl that mentioned kissing before.)
- would not crash his car so much
- wouldn't holler

I wish teachers . . .
- would not holler
- wouldn't scream
- would take some more children on trips (I take each of them somewhere after school.)
- a happy vacation
- were nice
- would let us paint more
- would give me a party
- could go home with me
- would take me for a ride to Belle Isle
- would be happy
- wouldn't be nice because she already is
- bake a cake

(I made a mistake here and said "I wish my teacher . ." so the remarks were in the singular really and directed to me. Raise my voice much?)

The lesson tried to build the child's self esteem through identification. I tried to teach the child to relate to others during times of distress and the writing of letters of sympathy during the mourning of the passage of the greatest Negro martyr of our time.

The children were encouraged to discuss the tragic assassination of Dr. M. L. King Jr. and ask questions of me freely as to why he was killed, what he was doing for us, etc. After eliciting answers from the class one student rose to say "Dr. King died to give us peace." To my surprise this youngster had enrolled in Chandler that very day. However, he was moved to answer this question during a similated radio broadcast that we were then doing, first with me acting as moderator and asking the class questions over the mike, then with a student leader being moderator.

I suggested that those children who wished to might write letters to Mrs. King and her children. We discussed how it feels to lose a loved one, especially a father. I mentioned how I had lost my father at 5 years of age. The children then were encouraged to write letters of sympathy if they felt they wished to, to convey their sympathy to the King family in their hours of bereavement.

To stimulate a discussion in my kindergarten of fantasy, I used pictures of children playing. The first picture showed a little girl feeding her doll. This discussion followed the presentation. "What is the little girl doing?" Ans. "She's feeding her doll." "Is the doll really eating?" Ans. "No." "Why do little girls pretend to feed their dolls?" Ans. "They are making believe they are mommies feeding their babies." "Why do little girls pretend they are mommies feeding their babies?" Ans. "We like to play house so we can be like our mommies." "When boys and girls play make believe games we sometimes call this fantasy."

Now let's look at the second picture. "What is this little boy doing?" Ans. "He's talking on the telephone." "Who is the little boy calling?" Ans. "His friend." "What do you think he is saying to his friend?" Ans. "He's asking him to come over to his house to play." "Is he really expecting someone to answer him?" Ans. "No." "That's right. This little boy is also playing make believe or a fantasy game."

"We have seen two children enjoying fantasy games. Let's put on our thinking caps and see, if we can think of some of the games we play when we are making believe." I received the following answers: "I pretend to be a man driving a car." "I play I'm a dog barking." "I pretend I'm playing baseball." "I play with my perfume set and I make believe I'm a lady getting ready to go out." "I pretend I'm a cowboy." "I pretend I'm a fire engine." "I pretend I'm an Indian."

"Why do we pretend or make believe we are other things or people?" Ans. "Because we know it isn't real." "Why do we make believe or play fantasy games?" Ans. "Because it's fun." "Because I don't have anyone to play with." "That's right, pretending is fun as long as we know it's make believe or fantasy. Playing pretend games on rainy days when you don't have anyone to play with is fine, but wherever you can you should get out and play with other children."

The class enjoyed the discussion and agreed that a live playmate was more fun than a make believe one. All of the children seemed to understand the difference between fact and fantasy.

My class and I had a discussion about things we do. We talked about things we do everyday--getting up, sleeping, eating, etc. Then we talked about things we do occasionally--going to the show, church, beach, visiting, etc. Then we started to talk about some things we like to remember because they give us pleasure. We also said some things we don't want to remember because they were bad. After we talked about this, I asked the children to write about something they did not want to remember and how they forgot about it after it happened, and how they forget about it when they start thinking about it again.

First, some of my children asked if I was going to show it to their parents. I promised that I wouldn't and told them I was interested because I was writing a paper. It took me a few minutes to convince them I would never show these papers to their parents. I feel most of them wrote something that really happened to them.

I wasn't as interested in what happened as how they forgot about it when they thought about the action again. A majority of the class said they thought about something else, something that pleased them. A few said they played hard everytime they thought about it again. One girl even said she wouldn't go back to the place because she didn't want to remember what she did. The children really haven't forgotten what they did, they just repress the thought when it comes to their minds.

This week we talked about daydreaming. We said a daydream is usually something pleasant. We are dreaming about something we want or something we want to do. Or we just dream about things we want to happen to us because some things will never happen to us. We can also say that we daydream about something that was real and want to happen again to us.

Then we talked about when we daydream. The children said you can do it any time of the day. In fact one young boy said when you dream in the evening you should call it a nightdream instead of a daydream. A girl said, however, it was called a daydream because people tend to daydream more during the day than at night.

So from this point I asked them why people daydream. One young boy said, "So I don't have to work in here!" Another child suggested we dream because we have nothing on our minds and we want to think about something nice. Another said so we can forget about something we did bad or some trouble we are in.

I had the children write about what they daydream and why. I was a little surprised with some of their daydreams. Two young girls were dreaming about their future honeymoons with their boyfriends. A few children thought about being rich and how they would spend the money.

This week I spent one day explaining what a defense mechanism was and, by name, describing the various types, giving several examples for each.

One class became bored and wanted to talk about something else. Another, a so called "star group," was quite interested. It became a humorous thing. We laughed at "ourselves" for we identified with each example and could see ourselves in a similar situation reacting in a similar manner. Some students openly discussed true incidents in which they used these mechanisms. One student suggested that Al Kaline resorted to the displacement mechanism several times when striking out, once he kicked the water cooler in the dugout breaking his toe, once slamming his bat in the batrack breaking his finger. These may not have been humorous to Mr. Kaline at the time but they created an atmosphere in class that loosened everybody up and made for a very lively discussion.

I pointed out that now, knowing what these mechanisms are all about, if a situation might arise in which we would resort to one of them, it might be a challenge to recognize it as such and avoid using it. Thus we would have a more honest appraisal of ourselves in any given situation

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One particular defense mechanism was selected for implementation. Displacement as a defense mechanism was selected.

Several children from the kindergarten were chosen to "act out" specific situations, for example: A child who frequently is told "no" or "don't." The children selected were children who had been identified as having similar type problems.

It was interesting to note that as the children became more absorbed in their roles, they became more aggressive in their behavior. In most situations observed, they seemed to be acting out their own true feelings.

We engaged in role-playing to investigate the defense mechanism of displacement. Christia pretended to be angry and slammed her pencil down when she wasn't chosen to draw the day's weather on the calendar. The discussion was as follows:

Question:	"Was Christia angry with her pencil?"
Answer:	"No."
Question:	"Then why did she slam it down?"
Answer:	"She was angry because she couldn't draw on the calendar."
Question:	"Was she angry at anyone?"
Answer:	"Yes."
Question:	"Who?"
Answer:	"George."
Question:	"Would she slam George down?"
Answer:	"No."

The children then discovered that George would defend himself and Christia might get hurt. However if Christia threw down the pencil, it couldn't do anything to her. The children were then asked what would they have done if they were Christia. Some answers included, sitting straight, trying to do good work and helping others. They thought that slamming the pencil down disturbed the others and it didn't help Christia to get chosen for another job. But perhaps if she hadn't slammed the pencil down she might have been chosen later on for some other job.

With the aid of my co-worker and several kindergarten children, I enacted three incidents that are prevalent in kindergarten; tattling, fighting, and not accepting responsibility for following directions. After each incident I questioned the children on what they had seen.

In the first scene I joined two children playing in the dollhouse. I was unable to enjoy myself because I spent the play period tattling on the other children. The class was able to spot me as a tattler and they didn't consider me a nice playmate. I explained that tattlers are often children who would like to do what their peers are doing, but aren't quite brave enough.

In the second scene two children helped me stage a fight. The class saw that I was wrong because I wouldn't share the ball and also blamed another child for fighting.

The last role was a student whose work was all wrong because she didn't pay attention when the teacher was giving directions. I blamed my poor paper on my neighbor who had the same errors. The children were able to tell me my work was poor because I didn't listen and they felt it was wrong to blame my poor work on another person.

The class enjoyed seeing the teacher pretend to be a kindergartener. There was much laughter. As a group they weren't interested in the discussion of what was behind the child's behavior. Few attempted to answer "Why do you think Barbara tattles?" and other questions related to what was behind the behavior of the central character in each scene. My co-worker and I combined our classes to do the role playing. She also felt only a few children understood what I was trying to teach. When I returned to my classroom, I heard more tattling than I can remember hearing previously in a week.

The class and I discussed the reasons why people daydream. These are some of the responses I got during our oral discussion: to think about some pleasant event that is going to or has happened, to focus attention on something else instead of what is happening around them and to get their minds on more pleasant things. I asked them to write a paragraph telling me why they daydream.

Over half of the class wrote what was discussed orally. These are some of the most interesting ones:

1. I daydream sometimes because I am tired and sleepy and when I don't want to do anything. I daydream to forget some of the things that I am supposed to do like housework and school work.
2. I daydream most of the time in school not at home because I have too much to do at home.
3. I daydream because I feel that I am in a wonderland of mystery, action, and pleasantness.

I asked the children to write a paragraph telling me with whom they identify themselves. I had to explain the meaning of identify. I did not give them any examples because heretofore when this was done, I found that the children wrote the examples discussed rather than giving the subject much thought.

About half of the girls listed their mothers because they're good cooks. One girl wanted to become a nurse because her mother is one. Only one girl selected a friend and her reasons were that her friend gets what she wants and has nice clothes, walks and talks "nice."

Most of the boys identified themselves with cartoon characters such as the Fantastic Four, Human Torch, The Hawk, and Spiderman because they are strong, superhuman, have superhuman powers to protect themselves and have the ability to change into other forms. Others listed their fathers, Al Kaline, Willy Horton, and Eddie Arnold because they are rich and have nice clothes.

Mechanisms

That Distort Reality

Junior High School

After listening to the lecture on Self-Perpetuation and the Development of the Self-Concept, I was at a loss, as to how I could go about explaining this. Suddenly, it dawned upon my why not let them do it. When I entered the room I put the defense mechanisms on the board and then asked the students to copy them down. Next, I took each defense mechanism separately and explained it to them while also giving examples. After this, I asked them why were these mechanisms so important to individuals. I received quite a few responses to this question from different members of the class. From the responses, we pieced together a statement regarding why defense mechanisms are so important. The next question I asked the group was, could they identify from the list, the defense mechanisms they use or had used? Many of them were well aware of their use and even went as far as to tell under what particular circumstances it occurred. For homework, I asked the students to choose any three defense mechanisms and write a short paragraph about it without identifying it. I told them that when they read the paragraph in class, we will try to identify it and tell why. The next day, the response was very good. The students readily responded to the identification of the mechanisms. As they identified each mechanism they were asked to tell how they arrived at their answer. Some were able to do this, while some merely guessed. All in all, the exercise was very interesting to both the teacher and the students.

I began the class with a discussion about some methods for physical self-defense, boxing, karate, and judo. In the course of the discussion, we concluded that people only used these methods to prevent the incurrence of bodily harm. We then examined the question: "Can a person be hurt in a non-physical manner?" At first some students gave evidence of being puzzled, but upon further discussion of the matter some examples, such as embarrassment were given. After the majority of class members had agreed on the fact that there is such a concept as non-physical injury, the question was posed: "Is there such a thing as non-physical self defense?" This led naturally to a discussion of some of the various defense mechanisms.

The students reacted very favorable to this discussion, which I must confess was surprising to me since I am sure that the concepts were foreign to the majority. Subsequently, students drew attention to people in class who they felt were using defense mechanisms.

During the past week my students have been looking at Self-concept as a total of all of the things which we have studied so far. These include the relationship of environment, heredity and socialization to the self-concept and the differences between the defense mechanisms.

We are at present reading "A Raisin in the Sun" by Lorraine Hansberry. The students are looking at each character in terms of his self concept. This play is an especially good one for this type of work because it gives the student some idea as to environment and social structure of the life of the characters. It also gives the student a picture of a person who is struggling with his self-concept and often resorting to use of the defense mechanisms.

I find that as a result of last week's work with the defense mechanisms the students were able to identify these situations. I have also been using my students as a testing ground for some of the material we hope to include in our manual. I found that they did well with role playing.

This group of 18 junior high school boys and girls were selected from a list of referrals from the school counselors, teachers and administratiors. All had a long history of violations such as fighting, truancy, defiance, negative attitudes, etc. The setting for the discussion was quite informal so as to provide an atmosphere of freedom of expression. The instructor opened the discussion with the statement, "In view of the many similar offenses that had been committed among the group, let's discuss and decide as a group whether you got a fair shake." In addition, two questions were written on the board as a starting point:

1. What do you expect of teachers and why?
2. What do you think are the causes of many of our school problems?

The instructor shared with the group some of his experiences while attending high school without mentioning whether he thought these things to be right or wrong.

The group as a whole talked freely. The defense mechanisms of id[illegible]ation ification, repression, rationalization, fantasy, projection and sub were quite obvious. As the students talked they were questioned about the particular offense or issue in point. For example, many of the students claimed they could see nothing wrong with what they did because this or that person did the same thing and nothing was said or done to him/her so why should they pick on me? (Rationalization) When it was pointed out that their respective idol could have been wrong, many of them made excuses for their idol or themselves. (Rationalization) Some of the students were totally unaware of why they reacted in a given way. (Repression) The question or discussion of the assassination of Dr. King was brought up and when asked why some students and adults reacted the way in which they did (violence) they claimed that they couldn't take it out on the person who did it, so they just had to do something to somebody or something. (Displacement and rationalization) Except for a very few of the students, all offered some kind of defense for their actions, even to the point of fantasy. The components of self concept was also quite evident in this discussion. The majority of the students could not see self as seen by self.

Another attempt at role playing was met with a little more success this time. The boys were given several examples of defense mechanisms and they were again asked if they could think up situations in which such mechanisms could be used. However, this time only those who volunteered were used.

We were successful with the following mechanisms: Identification, Rationalization and Displacement. We are still having some difficulty with the following, Repression, Reaction formation, Regression, Projection, Sublimation. The boys are enjoying each of the sessions and they seem to be able to identify the various types of behavior by using examples of their own. We will have one more session on Defense Mechanisms.

I asked the students if they knew anyone who liked to "play around" in the classroom. Naturally, everyone had observed this behavior in the classroom. I asked them if they knew why the person acted this way and received various answers ... "showing off," "thinks he's cool" and others of that nature. We then went into a deeper discussion and examined why he might come to perform in this way. From here it was logical to discuss some of the defense mechanisms, such as regression, which are expecially common at the junior high level.

I have found that the students are very interested in these discussions and are quite willing to accept some explanations for their own actions.

After the completion of our third session that dealt with defense mechanisms, we planned and carried out an evaluation session. A discussion led to a list of things that would help in future discussions.

(1) It was stated that some visual aides (films, drawings) would be most helpful.
(2) A period should be spent on discussing what was shown by the visual aides.
(3) A demonstration by the teacher using various mechanisms.
(4) Time to prepare all role-playing situations.
(5) A paper written by the students describing the various mechanisms.

With this session we have completed our work on defense mechanisms.

Mechanisms

That Distort Reality

Senior High School

On the different methods of distorting reality, I continued the discussion with the study hall group that I had begun last week. After discussing the different defense mechanisms used to reject experiences after self-concepts are formed, I asked them to cite as many cases as possible in their own lives where they had used a defense mechanism, or what they thought had been a defense mechanism. The following comments were some of the experiences which were related:

Repression: "Once I became violently angry in church. This is an incident that I never want to remember again. Therefore, I never mention it."

Rationalization: "When I do not attend church, I tell myself that if the pastor's wife can do it so can I."

Regression: "Usually when my mother has begun to scold me for something, I cry. When I was small she would not complete her scolding if I cried."

Displacement: "My little brother usually gets it if someone has made me angry--like my parents."

After discussing these defense mechanisms, several of the group made the statement that they would think before acting so that they would be sure that their reactions to a certain situation would not be the results of a defense mechanism. Also there were comments like, "Maybe that's why she does it." "I don't think I'll knock my little brother around so often now." and "Maybe that's why I react that way in class." Each person will undertake a personal responsibility for analyzing his actions before acting.

In approaching last week's subject matter I decided to use just two of the concepts, displacement and sublimation. These two concepts seemed to be related, and in a discussion about the importance of homework, I brought these two concepts out. I related them to all the wasteful things that they associate themselves with after school. In trying to channel their energy in another direction, I knew that by undertaking different directions in life they would change unhealthy attitudes and be going in the approved ways of our society today.

As in anything new and interesting, a small majority of the students changed and the proficiency of the homework assignments has improved.

SUMMARIZATION
OF LECTURE ON
HEALTHY
PERSONALITY

Healthy
Personality

A healthy personality can be defined as ways of behaving which are beneficial to the individual. A person has a healthy personality when he is able to gratify his needs through behavior that conforms to his conscience and societal norms.

We behave in the world, not as it is, but as we perceive it. Healthy needs contribute to a person's growth toward self-actualization. Needs that are healthy are not self-destructive. The healthy person is cognizant of his needs, and does not distort them. He may suppress some anti-social needs, however. The individual must be able to maintain reality contact in order to be able to know how to satisfy his needs. There are barriers to reality testing, however, when emotions are involved, e.g., love, fear, prejudice, pride, hostility.

Behavior is effective when it can reduce the persons' need tensions. It is best for the healthy personality to be autonomous.

Love is concern for the growth of another. It is not necessarily romantic love. Healthy love is an outgrowth of having been loved as a child. A healthy person loves many people, but the relationships must be growth producing to be healthy.

The healthy person has a healthy conscience that he can live up to. He is not overwhelmed by irrational guilts and anxieties.

HEALTHY
PERSONALITY

Healthy
Personality

Elementary School

In my own classroom this week I have tried to promote the idea that hostility is irrational when it is too intense. I talked with the children concerning the way we feel when we become very, very angry with someone and how we feel if we keep this angry feeling within us for a long period of time.

The children drew pictures of what they thought they looked like when they became very angry with someone and allowed themselves to develop deep feelings of hostility. We displayed the pictures so that everyone could see them and all the children agreed that they were not very pleasant looking people. They further agreed that they did not enjoy feeling this way and that they would like to do something to help themselves to feel and to look better when they felt themselves being overcome with such feelings.

In a follow up to our discussion of the preceding week, we talked about ways that we could relieve our feelings of anger and deep hostility when they seemed to be getting a little out of hand. As we had decided before, these feelings made us neither feel nor look very good.

In an effort to alleviate this problem we decided to set up a sort of counseling service at belltime and after school with the teacher serving as an impartial counselor between the parties involved. This way, the children felt that in talking their troubles out openly with someone else to listen impartially then the problems could be aired and solutions, perhaps, forthcoming. So far only one case has met in the counseling service but the hostilities between both parties seem to have eased somewhat.

This week I tried to get the concept across that love, hostility, prejudice, pride and fear can interfere with our reality testing. I gave examples of how each can stop us from seeing the facts and behaving in a normal way. The one the children seemed to identify most with or understand was fear. I suggested that some people are so afraid that something will happen to them if they leave their house that they see every stranger as a threat. The children then began thinking up many experiences that they had had. One was going down into the basement in the dark. If they heard the furnace or other noise they would run back upstairs. Their fear had stopped them from analyzing what was really happening. Another child said she stepped on a doll and it said "mama" and she ran back upstairs. Another example given was that of a child's cat entering a dark bedroom and he thought it was a monster. Others suggested were the wind or branches hitting the window and the children thought they were ghosts.

I asked where these fears could have come from. They said their minds and then from brothers and sisters, parents, television, books and movies (the horror kind). We said that some fears were good and kept us safe, like being afraid of strangers so that something might not happen, but that we should look at our fears, see if they are real and where they came from.

A comparison with excerpts from A Healthy Personality for Every Child

Class Structure		Group Ratings			
11 yr olds	1	A	1	D	8
10 yr olds	11	B	5	E	2
9 yr olds	24	C+	3		
8 yr olds	3	C	20		

Submitted here are random questions and responses from a class of fourth graders attending a school withing Detroit but one that does not quite fall into the category of an Inner City School. All are Negroes.

Parental backgrounds range from Factory Workers, A.D.C. and Welfare cases to School Clerks, Aides, Public Relations Managers, City Employees, Construction Workers, Electrical Engineers and Social Workers. Most mothers are housewives.

The impromptu discussion produced the confirmation of the fourth stage in personality development that Erickson calls the sense of industry or "Sense of Accomplishment."

The pupils seem to have an awareness or know definitely, in what tasks they will engage and what they should do for completion of same.

They are quite sure of the love they have for parent, siblings, etc. and that they, too, are loved in turn.

Occupations were as follows as stated by their own answer to the question - What Would I Like to Be?

Policeman 1
Doctor 5
a Boy, Man, and an Old Man 1
German Fighter 1 ?
Professional Football Player or
  Baseball Player 1
Nurse 7
Housewife 1

Teacher 12
Air Force Nurse 1
Air Lines Stewardess 1
Business Worker 1
Secretary 1
Help Little Children 1
(No Particular Choice)

Noting that people must be able to use reality contact in developing good mental health, I attempted to work with my class this week on understanding one of the barriers to reality testing. Many children have fears that are annoying to them.

I gave each child a copy of a form I designed in the hope of helping each child bring out some of his fears. The form consisted of four incomplete sentences. I am afraid of . . .; I am afraid when . . .; I am afraid that . . .; and I am afraid to . . ..

I collected the papers and tallied the results. Most of the group was afraid of the dark and afraid of being left alone. Many children expressed a fear of always doing the wrong thing and of being punished.

Four children expressed fears of other people; a fear of two teachers, an aunt and a man named "Harry." Only one child was afraid of the dead; one afraid to fight, and one afraid to appear in front of an audience. One child stated that he wasn't afraid of anything.

I also read the class the story of a boy who was afraid of a river, and how he overcame his fear. I will continue the study by helping the children to differentiate between a "superstitious fear," a "foolish fear," and a "real fear."

In our "Psychology" discussions with my Primary One children, I geared the discussions towards behavior.

We talked about why children push or hit other children. One little girl said, "Sometimes someone accidently bumps into someone and the other person hits back." I brought out the fact that sometimes you accidently step on someones toes or bump into someone and you should say, "Excuse me," or "I'm sorry I didn't mean to do that." Usually the other person will forgive you and not hit back.

The children said that "good people" are liked by all and that "bad people" are not. People who fight don't have many friends.

One boy said "You feel better when you are nice." Someone else said, "Good workers in the classroom are good people."

We discussed the fact that people have the same feelings about many things. If you don't like someone hurting you, they don't like it either. If you like other children and try to get along with them, they will usually like you, and do the same. If you are mean to others or fight or push, then they will react the same towards you.

We dramatized some of these accidental bumpings and practiced saying some of the responses like, "Excuse me," and "I'm sorry," etc.

The concept of a healthy personality was expanded from last week with the same group of seven sixth graders. The aspect of autonomy was dealt with. They role-played tasks they are now allowed to perform and these tasks were guessed by the others in the group. The tasks they chose to role-play were, lighting the oil heater, going on a bus, driving cars on private property, riding a bicycle in the street, going to the YMCA to shoot pool, buying shoes, and playing a piano. Then they role-played tasks they are looking forward to performing in the future, buying a motorcycle, applying for a job, being a policeman, and running a horse and cattle farm. We followed the role-playing with a discussion on healthy personalities. They concluded that a person with a healthy personality was able to hold his temper, wasn't stubborn, and had a nice disposition (giving some teachers as examples). They saw a relationship between autonomy and the development of a healthy personality. They also discovered that all aren't allowed to perform one task at the same age.

Evaluation: This was the fifth session with this particular group of students and I am seeing real understanding by them about themselves and their behavior. They have progressively become more attentive and cooperative. This week they very much enjoyed role-playing and having the others guess their task. They easily entered into the "game spirit," and later were able to quiet down for a serious discussion about healthy personalities.

* * *

To help my kindergarteners understand the concepts of autonomy, security, and warmth, I related the ideas to our science lesson on birds. I asked them to tell how birds helped their babies to feel loved. I received the following answers: "They build a nest so the babies will have a home." "The mother bird sits on the eggs to keep them warm." "They feed the babies." "They teach them to fly."

To make the children aware of the idea of autonomy, I asked "How do birds encourage their babies to grow up and take care of themselves?" Answers were: "They try to get them to fly by holding a big worm up and if the baby wants it he has to fly to the mother." "When the baby learns to fly his parents don't take care of him anymore."

At this point, I felt the children were ready to relate the concepts to themselves. I suggested that we had seen how birds treated their young and encouraged them to think of ways their parents tried to show their love by keeping them warm and secure. I received the following answers: "My mother feeds me." "My daddy works to buy me food." "They give me money." "They tuck me in at night." "My mother gives me a bath." "They read to me." "They kiss me goodbye."

I told the class that like birds human parents want their children to learn to take care of themselves. Then I encouraged the children to think of things their parents used to do for them, but now allow them to do for themselves. Answers: "They let me turn on the TV." "They let me go across the street alone." "They let me dress myself." "They let me go to the store." "I feed myself." "I bring myself to school." "I polish my shoes." "I brush my own teeth."

After our discussion, I was certain that the children were aware of the importance of their parents to their sense of warmth and security, and how parents contribute to their sense of independence.

* * *

"We behave in the world not as it is, but as we believe it to be."

In the early school years, a great deal of the teacher's time is spent with the development of healthy behavior. Up until this time, the child has been primarily dependent on the family to set standards of behavior. Upon entering school, he is not only dependent on the adult authority of the teacher, but also on the authority of the peer group. Thus, this week's lesson in mental health concepts in the classroom dealt primarily with the peer groups' effect on healthy behavior. I distributed large sheets of manila paper to the entire class. They were instructed to fold the paper in half and on one side draw the person they liked most and on the other side the person they disliked most in the classroom. One by one, I called them up to the desk and labeled each side. While doing this I asked why they liked or disliked the person drawn. Most children were not too verbal about why they liked a particular child. Most often the answer was he or she is nice. When asked why they disliked a particular child they would cite particular instances, yet these instances were not always infringements upon the child who did the drawing.

One little boy, Richard, drew Carlton as the person he liked most. Carlton was crying. On the other side he had drawn Jacob. When asked why Carlton was crying he explained, "Jacob is tearing Carlton's kite." After labeling and collecting all papers we gathered in a large group for discussion. It was my objective at this point to draw from the children their ideas on healthy behavior, to have them tell me that to have healthy behavior they must behave in a manner helpful to themselves and at the same time not to exceed the limitations of society. As they told me the things they thought were necessary for good behavior, I wrote them on the board. You should be polite, you should not hurt people, you should not steal, etc. After each statement we discussed why we should or shouldn't do that particular thing. From there I set up hypothetical situations and through role-playing found ways to solve particular behavior problems encountered in the first grade. Not mentioning names, I used Richard's drawing as one of the themes.

I felt this week's lesson was beneficial as the class members are more aware of themselves and their behavior. They realize that not only must they learn to behave in a manner beneficial to themselves but also within the limitations of society. I found a stumbling block in getting them to look introspectively at themselves. They were quick to recognize right and wrong behavior of others, but it took more probing to get them to tell of their own negative behavior factors. As everyone wanted to be liked, there seemed to be a lot of enthusiasm toward developing a more pleasing behavior.

Last week when our class discussion concerned the five barriers to reality testing, I mentally underlined hostility as I felt that my first grade children need special outlets for releasing their hostile feelings. Before my attempt to conduct pertinent activities, I decided to get a closer view of the childrens hostilities by asking them a certain question. I also thought that this discussion would provide the children with an outlet for their feelings: What would you do if someone squirted you with water at the drinking fountain?

The following answers confirmed my opinion that the students need special activities for the purpose of releasing hostilities. I received the answers in this order: "Tell my mother," "Squirt him back," "Knock him down," and "Hit him." One boy wisely stated that he would tell his teacher. His solution will be given to the children in future class discussions along with other healthy solutions to other problems. The children also need physical outlets for their hostile feelings. In the future the children will participate in active games and exercises on the school playground in order to release pent-up hostile feelings in a healthy manner.

A group of seven, sixth graders discussed the concept of a healthy personality. We concentrated on one aspect, hostility, a component of an unhealthy personality and how one can cope with hostility in an acceptable manner in our American society. We discussed how we become irrational when hostility is too intense. They concluded that many potentially explosive situations can be avoided, e.g. stay clear of a boy who is angry and upset so you don't get drawn into an angry fight or argument. They drew pictures of people who were unable to control their hostile behavior. They drew a boy running after ringing a doorbell, a fight involving three kids, a mother, father and two children having a big argument (mother and boy both crying and boy saying "but I did not do it"), a girl throwing a rock at a car windshield, and a boy being pushed into the path of an oncoming car. They concluded that these people did not have a real healthy personality if they did this very often or thought about doing it often.

There was much giggling and talking going on during the discussion. It was their way, perhaps, of covering up reality. Each was "guilty" of performing these hostile acts, or at least of contemplating their performance, and these acts had been labeled "unhealthy." They also realized that intense hostility is unhealthy. Before they are able to more fully control their hostile behavior, they need to understand "why", and to understand themselves a little better. They are making some progress to this end.

I have discovered that the subject of love is a little embarassing for third graders. They are just emerging from their babyhood concepts where words, thoughts and gestures of love are a very normal, everyday, taken-for-granted part of life. Now love is taking on a broader meaning. It changes from only an adult-child relationship and begins to encompass a boy-girl relationship, which at this age is a source of embarassment.

I felt that as a follow-up to "Who Am I," the love need could be explored. Since the mere word "love" brought about giggles, a foundation had to be established. Therefore a discussion on love, its needs and reasons was initiated. Once the basis had been established, I passed out questionaires. Among the questions were "Whom do you love? Why? Who loves you? Why do they love you? What could you do to make someone love you?

The "Why?" seemed to be very difficult for the children to handle. I think the reason for this was stated previously - because it has so long been taken for granted. These answers were indecisive, but now I am sure a follow-up of this at a later date would be beneficial. These questions have been brought to the conscious and I feel they will be given some thought.

I tried to teach the child that though people do wrong us, we are not justified in doing the same thing or hating them in return.

The question was asked during the previous discussion of Dr. M. L. King's assassination as to whether it was a white man or a Negro who killed Dr. King. One boy answered "a white man." (He had not even been called on to speak.) He further replied to his friend, "I hate all white men. The white people killed him. They're all no good!"

The discussion was being held between the two boys with the group looking on, however the rest of the class was clearly listening to the conversation and making note of the answers being given.

Injecting myself into their conversation at this point, we digressed from the regular lesson about people of Africa to come to an understanding of our feelings here. I explained that it was very natural for all Negroes and many white people to be angry for a just and righteous pioneer of non-violence had been felled for no reason other than he believed differently than a certain opposing group.

I went further to point out that because no two people are identical, we all think differently also. For these reasons I might feel it is then right to dislike one food and John or Mary might feel it is their favorite. It would be silly for me to hate Mary because she likes French dressing and I like Italian. She has a right to like whatever she pleases. Our Constitution provides us with the right of privacy of thought, individual beliefs and individual differences. True, I felt his death was not justified, but not all white people hated him or disagreed with his methods. (I was well aware that there were then, and are now, Negroes who believe that the white power structure killed him through negligence. However, I felt this child should be taught racial tolerance as opposed to allowing him to become anti-white as so many will because of this incident.)

In our group we discussed "What is a normal or average child?" Many viewpoints were discussed. We did not come up with any specifics about what constututes a normal or average child. I did extensive reading and tried to determine which boys and girls I would consider normal or average from a group I have been working with since September.

The following items listed below will give you some things to look for in judging a normal or average child. 1. Happiness, 2. Range of Emotions, 3. Self-control, 4. Sensitivity to other people, 5. Ability to communicate, 6. Effectiveness in work, 7. Good appraisal of reality, 8. Dealing with mistakes, 9. Attitudes toward the future, 10. Independence and 11. Resilience. These items were placed on a check list with the pupils names and then an evaluation was made.

After this evaluation, I tried to determine if I had been helping the children in the last seven weeks, with what they needed the most. I am still not quite sure.

We did discover that adjustment and maturity played a great part in determining the normal or average child, as well as environment. I did not label the child or condemn because we had to consider the total life situations but instead the question that came into my mind was, "What can we do?"

During the past week my conference section and I talked about "Love" and what it means. I did not define it for them, as I wanted to know how they interpret love in their own words. At the end of the week each child wrote a paragraph or two and I'd like to share some of their expressions. I corrected some of the spelling errors, but the excerpts used are exactly as written.

> "It is two kinds of love I think when you marry someone and you love them or have a boyfriend and love him. And love is when people love everybody just for no reason or for some reason. I like everyone."

Kim

"Love means understanding and if you love someone enough to get married. Marriage is a sign to prove that you love each other. In 1st grade I had about 20 or 30 girls after me, but now they don't like me any more because I'm taller, and I like that. Sylvester says I like Crystal but I can't stand her."

Patrick

"I think love means the same as like and like the same as love. I love my mother and my father and my whole generation, God, everyone. Because they're kind to me and nice, and helpful if anyone is sick I help them by asking them if they want something."

Yvette

"Love means how someone likes someone else. Love also means to like someone a lot. Love also means to like someone so much that it turns out to be love."

Cassandra

"Love is what Dr. M. L. King stood for. He wanted the blacks to love the whites and to be friends and live together. Love is the happy thing to man. Some people live with love and some do not. Love is something or a person you like. I love Patrick and many more, and why I love them because they are my friends and friends are to be loved by everyone and everything as Dr. M. L. King said."

Sylvester

"Love is not what you call hatred. Love is something people should do. Love is something to live for. When you love you are worshiping the Lord, God. The people whom I love, I love my mommy, my daddy, my cousins, my aunts, my uncles and last of all my brothers!"

Sheila

"Love means that you shouldn't hate one another and that you should love everyone, and that you should get along with each other. And you should be a nice neighbor. And you should go to the store when old people ask you. And you should go and talk with old people and next door neighbors. I love my mother and father and I love everybody in this room including you. And I love Mike P."

Your friend,
Libby

These are just a few of the written expressions of my class, but they show me how little I know about children and how they think.

Our discussion with my Primary 1 children this week dealt with fear. They discussed their fears and why they had these fears. It went something like this:

"I'm afraid of strange noises at night when I'm in bed." said one child. "Why?" I asked. "Because robbers might be coming in." "Did you have robbers come into your house before?" I asked. "No," replied the child.

A great number of children reported fearing monsters or ghosts; the night light going out and ghosts and monsters coming to get them; a shadow on the porch that looked like a hand of a monster. I asked "What did you think it was going to do?" "Get me," said many children. "Where did you see these monsters and ghosts?" I asked. "On T.V.," many replied.

One little girl fears crossing a busy street because she lives on Van Dyke (a busy street) and saw a little girl hit by a car. I told the class some fears are good because they help you--like fear of strangers calling you to go for a ride, fear of getting hit by a car, etc. "Other fears make you see things that are not real like monsters and ghosts." I pointed out that a shadow of something might make your imagination run away with you. I tried to help the children understand their fears and to cope with the danger that actually might occur.

I attempted to help the youngsters in Primary I understand that love is unselfish.

A few months ago we discussed friends and why we like them. The children kept coming up with "He gives me candy, he lets me use his paste, crayons, etc."

This time I asked them to tell me why they loved their animals (pets). They said, "He loves me," "he plays with me," "he listens to me and obeys," "he helps me," "he protects me."

We then related these to friends who are really more important than material things. You give of your friendship not to get something in return. We will do some dramatizations tomorrow.

The concept that a healthy and well groomed body contributes to one's self esteem, was presented to a group of fifth and sixth grade service girls. We discussed how we feel "good inside" when we know we look good. Then Mrs. Pauline Horn, head of her own modeling and charm school, talked to the girls. She showed them proper ways of caring for hair, skin and nails, how to walk properly and dress appropriately, and she gave a make-up demonstration using three of the girls as models.

The girls were attentive. They enjoyed watching the graceful, well dressed and poised Mrs. Horn, and were interested in what she had to say. Several of the girls became very conscious of their sitting posture and of the way they walked going out of the room. The girls need more exposure to charm, to see films, etc., and to hear other "charming" women speak to them. They need the daily stimulation by parents and teachers to aid in keeping themselves well groomed and dressed appropriately. The program was good, but follow-up is necessary.

"Healthy interpersonal relationships are based upon honest communications with each other." This statement, taken from last week's class discussion, reminded me of a project with my first grade children. Two weeks ago, the children spoke their opinions regarding expected reactions towards someone who squirted them with water at the drinking fountain. The reactions reflected hostile feelings towards fellow classmates: "squirt back," "tell my mother," "knock him down," and "hit him." Today, I decided to have a follow-up discussion to bring forth healthy measures of dealing with this and other class problems.

The discussion was based upon the teacher's statement that, "The only way to solve problems is to talk about them." The children remembered our previous discussion and their answers. Will the suggested ways of dealing with this situation help us to keep our friends? The children agreed that they would not and soon they came up with socially acceptable ways to deal with this problem. "Tell the teacher," "just wait until it dries," and "forget about it," were the typical recommendations. Suggestions of socially acceptable ways to satisfy the urge to squirt water at a classmate were given: "Go home and squirt water on the ground with a squirt gun," "water the grass," "clean the car," and "take a shower." Another problem was given by Darryl, who felt upset when someone threw a crayon at him. "Instead of doing this in school, go home and play football or baseball." One child expressed his dislike for people who take his pencils. Two healthy solutions given were: "Tell them to give it back," and "get another pencil from the pencil box on the teachers desk."

The children seemed confident that this discussion would lead towards better relationships with their fellow classmates. When the dismissal bell rang the children were just getting warmed up. Since this discussion was so profitable, we will have similar discussions in the near future.

At the close of last week's discussion on physical growth, the group expressed an interest in finding out more about their intellectual growth. Consequently, our discussion this week was centered on the intellectual growth of children. We discussed the meaning of aptitude, I.Q., and interest.

During the discussion the group noted that some subjects were very hard for them, while others were easy. They, also, noted that not all of them experienced difficulty or success in the same subjects. After having a few students, with different sized heads, tell their grades and strong subjects to the group, we concluded that the size of one's head does not determine intellectual growth. They felt that intellectual growth was not solely inherited, because some children are very smart in school, but they have brothers or sisters who do poorly in school. After a long discussion, the group concluded that interest in the subject, interest in school, preparation in prior classes, and good study habits were important in developing intellectual growth. They said they felt that other things contributed to intellectual growth, but they weren't sure what these things were or how to describe them.

I felt that the students gained a great deal of insight into their intellectual growth today. Although, we did not go into all of the factors affecting this growth, there was a lot of introspection and thinking.

Several of the group members have been experiencing difficulty with other students lately. Thus, the discussion was centered on what makes a person get along with others, and what causes people to dislike each other.

Following are some of the students reactions: "He looks friendly." "She is always looking for trouble." "She stinks and nobody likes her." "She thinks that she's a big shot." "He's always messing with people." "He shares his things."

It was generally agreed that they liked people who were nice to them. They seemed to feel that some people just couldn't get along with others. One child said, "The whole family is like that." Thus, we concluded that a persons family background and his prior experiences determine how well he does or does not get along with other people.

The main benefit derived from this discussion was that it allowed the group to vent its feelings about a current problem. Also, they have begun to think about some of the underlying reasons for "good" and "bad" social relationships among children.

The discussion this week appeared to be an outgrowth of last week's problem; getting along with other children. The group began discussing what they liked about certain teachers and disliked about others. Some expressions which were frequently expressed are mentioned in the following lines: "He's nice." "She listens to your side of it." "He's hard, but fair." "She has pets." "She doesn't like the boys." "He doesn't listen to me; always yelling at me."

Generally, the group agreed that it didn't matter how hard a teacher was, as long as he or she was fair, explained the work, tried to teach the students, listened to their side of a problem, and treated everyone with respect. They sought the same qualities in a teacher that they look for in a friend. However they realized their relationship with the teacher was different.

Again, this week's session was beneficial because it allowed the group members to vent the feelings they had about a current situation. However, they did not demonstrate as much introspection as they did last week.

Cassandra finished her written classroom assignment and began drawing on the back of her paper. The picture was of a male and female embracing and kissing. As might be expected it caused quite a discussion by those sitting around her. This of course initiated the discussion of "love." At the mention of the word an immediate outburst of laughter followed. Upon investigating what caused the laughter, Anthony summed up the situation. He stated that the boys and girls laughed because they thought about growing-up, getting married and having babies. In discussing this progression, the latter two items were investigated on the basis of love. We talked about why they thought their mother and father got married. Some of the answers included they liked to be with each other.

Father bought mother nice things. Mother cooked for father. They concluded that they liked each other because they did nice things for each other. We then proceeded to explore the love of babies. We started with how they knew their parents loved them. The answers included mother cooked and cleaned for them while father earned money to buy things for them. To the question how do you feel about your parents, they responded with they loved them. They were asked, "How do parents know they loved them." The children said they tried to help them by setting the table, putting up their toys and going to the store for them. They were also asked why they did this and they responded that they loved their parents.

In a previous paper, I stated that I would continue to approach the study of fears by trying to place into categories the fears that the children had listed on their papers. However, after reviewing the papers and doing more reading about fears that children have, I decided that there was some indications of fears that had developed into anxieties.

I felt that it might be valuable for the children to develop some understanding of the difference. I told them that none of us was completely **free** of fears, and it was necessary for us to have fears in order to protect ourselves. Fears are from the "outside" and comes from an actual situation; whereas anxieties spring from our feelings and comes from the "inside."

We had someone play the role of a child whose house had caught on fire, and then someone to play the role of a child who was afraid to go to sleep because he thought that his house would catch on fire. Someone played the role of a child who was horrified at being in a crowd, even though he was with his parents and friends. Someone played the role of a little boy who was lost in a crowd at the fair. We continued to demonstrate other similar situations.

While comparing the situations the children were delighted in being able to differentiate between the fear of an actual situation and an anxiety.

I used the technique of "role playing" to help develop the children's awareness of healthy behavior and normal behavior.

I used a game situation. The game, Circle Dodge ball was used because it was one with which the children were quite familar. I chose someone to play "teacher," and the rest of the children had varying roles. One child was aggressive in behavior, another fearful, another too docile, one deceitful, and another disrespectful.

Through the game situation these children acted out their varying roles and as a result the fun and spontaneity of the game was threatened.

After the role playing the class as a whole discussed what had been displayed. The children were able to recognize the anti-social acts that helped to disrupt the game, and they were able to provide other more acceptable forms of behavior that could be used.

We had a discussion on how we behave when we go to different places and who tells us the way to behave. We said that different places sometimes require different behavior. For example, we would not act the same way in church as we act on the playground; neither, would we act in the same way in school as we do on the playground. We gave reasons why we do and don't.

We also talked about the people who tell us or help us in the way we act. We spoke of the role of parent, brother, and/or sister, and teacher. We concluded that many people influence the way we act.

They also mentioned that you can go to the same place at different times and act in different ways depending upon who is with you--parent or friend--sibling or parent, etc. The only reason they gave for this was because they thought they could get away with it with some people and not with others.

So I asked the children to write about who influences their behavior in school (the way they act). Almost everyone mentioned the teacher as the primary influence on the way they act in school. Teachers told them what and what not to do. A few mentioned their parents telling them to behave in school.

Below are several of their statements:

> "I can tell you who tells me to act good in school in two words - the teacher. I can tell you who tells me to act bad in school the bad guys."
>
> Patrick
>
> "My mother and Mrs. Wittmer tells me how to act in school. They tell me to be good."
>
> Cassandra
>
> "My mother and father. They tell me to be good and get marks in school and don't be silly."
>
> Phillip W.
>
> "The teacher tells me how to act in school, and my mother and father and brothers. They tell me to obey my teacher and be polite. And to help the teacher as much as I can."
>
> Sheila
>
> "My girl friend and she tells me to be good but I do not believe in that."
>
> Cheryl L.

We did not have a preliminary discussion for this particular topic. I wanted them to write as freely as possible without any repetition of things discussed orally.

Here are some of the most interesting responses:

1. Love means that you're close to somebody that you have strong liking to.
2. Love means happiness.
3. I think love is to like each other in some kind of way.
4. To me love means if somebody does something nice for you, you'll love them for doing it. And in another meaning, it's when two people love each other and get married.
5. Being nice to somebody and caring for them.
6. Love means happiness sometimes and sadness sometimes too. It means to be together and stay with each other.
7. I think that love is a very personal thing to people. Love is a warm affection for another person who gives back that love and understanding.

I found this one to be very interesting and open. "Love to me means to cherish me and be close to me and give me affection, and I will do the same for you. I love my mother because she's close to me and she gives me affection and she loves me I hope."

"I've never seen my father. All I know is that someone is writing to me and he must not love me so I don't love him whoever it may be."

The class and I talked about behavior--its meaning and why we behave as we do. We discussed their reasons for behaving negatively when I am absent. The majority of the class said that they misbehave because I am not there and because they see others in the classroom "getting away" with misconduct. Then I asked them to write a paragraph telling me who influences their behavior.

All of them said that their parents influence their behavior first and then the teacher when they are in school. When their parents are away from home their older brothers or sisters influenced them. One boy said, "My mother and father influences my behavior because they're the ones who raised me. But sometimes I'm responsible for my behavior because people talk me into doing something bad and then I'm responsible." Another boy wrote - "I influence myself to behave and not behave."

One girl wrote that she is responsible for her behavior because if she were to tell herself to steal something from someone or someplace, she could not blame anyone but herself.

The topic of my paper for this week is "a healthy body accompanies a healthy personality." In my classroom we had spent some time discussing good grooming in connection with the handbook project we are doing for this class. We discussed how we felt when we looked nice and ways that we could help ourselves to stay healthy, look nicer and be well-groomed. The children made illustrations of things that they themselves could do in connection with this topic.

Almost all of the children stressed the aspect of cleanliness in helping themselves. They further agreed that when they were clean they felt better, people didn't call them names, and on the whole they thought that they got along much better with people. Thus we formed the conclusion that when our body is well taken care of we are much happier people.

The topic which I pursued in my classroom discussions this week dealt with the formulation of healthy interpersonal relationships based upon honest communication between individuals. We went back to the project of the preceeding week where we had set up a sort of counseling service to help relieve feelings of hostility between individuals. From this service we set out to measure in some way, the degree of satisfaction attained between parties when they communicated their hostile feelings honestly out in the open.

We used three test groups and asked individuals to relay as honestly as possible what they were feeling and why they felt any degree of hostility toward the other individual. As a result of this type of honest and frank communication between the individuals both parties in two out of three cases said that they felt much happier. In communicating with the other party, the two children were able to iron out many of their differences.

Healthy
Personality

Junior High School

Work with the referral group of 18 boys and girls discussed in the previous report proved to be so interesting that this instructor used the same group in his discussion of personality. The word "personality" was written on the board, defined and discussed in relationship to the previous discussion on defense mechanisms. The students were asked to relate the word personality to their own behavior and how it could help them get along with people in our world of today. The students were permitted to discuss what they thought the personality was of prominent and non-prominent people they knew to insure understanding of the question or concept in point.

The various defense mechanisms of most of the students appeared to be so strong that it was difficult to discuss constructively personality as it related to themselves. Most of the students offered one excuse after the other for people not being able to get along with them. As in our previous discussions, very few blamed themselves for the particular type of behavior displayed. When asked if it bothered them when it appeared that no one approved of their behavior, they said, no, claiming people just picked on them and their personality had nothing to do with not being able to get along with people. When it was pointed out that how could so many people be right and so few wrong, they replied, "All people can't be right." Although the various defense mechanisms were in operation throughout the discussion, the students did say how much they enjoyed the discussion and many things had been said that caused them to think about themselves in relationship to other people, from a different point of view.

My students continued to look at defense mechanisms during the past week. I explained the differences among the various types of mechanisms and the students tried to think of examples in which they had seen these mechanisms used.

Using the examples which had been given we went on to discuss how such mechanisms help and protect self-concept. We also discussed the effect this type of protection might have on others. As a result of this discussion the students concluded that using such mechanisms is not only injurious to oneself but also to those around him since they are often involved when they use these mechanisms. They agreed that these things help the individual to build a false world around him.

From the defense mechanisms we moved to personality. We discussed what qualities made up a healthy personality and I found that the students listed many of the same things that were enumerated in class. This definition which they gave of personality seemed to sum up the entire discussion. "Personality is being able to get along with everyone even those you don't like." Some of the positive traits a person should have are pride without snobbishness, generosity without trying to buy friends, and need for others without becoming dependent upon them.

We also touched briefly on the type of personality which relates to certain types of jobs.

This week I have been discussing positive and negative attitudes towards life and how they may actually produce psychosomatic symptoms of illness. The example of the "headache" which suddenly appears on the day of a scheduled test was presented by a student and the class proceeded to discuss it. It was a novel concept that an illness might be caused by the "mind." We then went on to discuss some of the feelings which could produce such symptoms, and how it was sometimes necessary to give vent to these feelings in order to reduce the possibility of neurosis.

The reactions to these discussions continue to be very favorable, which supports the opinion that a course in mental health would be extremely beneficial in the junior high school.

During the past week I had the task of discussing with my ninth grade class the development and maintenance of a healthy personality. Last week we, as a class, defined what we thought a healthy personality was. This week however, we concerned ourselves with how we can develop and maintain a healthy personality. I began by asking them to make a list of traits needed to develop a healthy personality. As we listed different qualities on the board, I found that they had many of the same qualities in common. Example: A good attitude and a person sensitive to others' problems.

Somehow, however, the discussion was steered onto what happened that day in History. The students said that the substitute teacher became upset when a young man hurriedly completed his work and began working on his Science. The "Sub" looked at the student's paper, singled the young man out, called his work "garbage" and then threw it into the basket. As a result of this, some of the students teased the young man and laughed at him. From this, I began a discussion about the effect on the personality the teacher might have had on the student. Many of the students felt that the student should not have been ridiculed by the teacher. They said that the teacher was wrong in doing this and that this was not recommended in helping the student develop and maintain a healthy personality.

In summary, it appears that my students are not only aware as to what comprises the development and maintenance of a healthy personality, but they are also becoming increasingly aware as to what others can do to help others achieve one.

During the past week I had the task of discussing with my ninth grade English class the topic of a "normal" personality. We first began by defining the term "normal." I received numerous responses as to what the term meant and from this we, as a class, arrived at a definition. After this, we discussed and arrived at a definition for the term "personality." Next, we put together a definition for the term "normal" personality.

The next day, I wrote on the board the definition of "normal" personality and asked the class what components go together to make this possible. Together the class made a list of about ten components of a healthy personality. After this, we went back to each term and defined it and told how it relates to having a "normal" personality. We then discussed and tried to tie together how a normal personality is related to discovering Who Am I? There were varying accounts on how the two are related, but one thing they did agree upon was that having a "normal" personality was very helpful to knowing yourself.

This female student was referred to me by the Assistant Principal for being defiant to a teacher. The student was asked if she remembered some of the things we discussed during the group session. Her reply was "Yes."

Before asking her what happened between her and the teacher, we discussed many of the points related to our former discussion. As this discussion progressed, points that the student apparently misunderstood were clarified. We then proceeded to discuss, point by point what had happened between her and the teacher. The entire conference was very informal to provide the student with an atmosphere that would make her feel free to talk.

At first, the various defense mechanisms of the student were so strong that it was difficult to make any progress. She offered one excuse after the other for what happened. She claimed that she tried to get along with the teacher but the teacher just kept picking on her and she got tired and told her where to go...She further claimed that she really tried to love this teacher but felt that she was being taken advantage of. The student further claimed that she was glad she was referred to me because she remembered most of the things we discussed at our group meeting and really wanted to give this love concept a try but didn't know how. She further claimed she believed I loved all the students and she would like to be like me (Identification). She claimed she understood a lot more now than at first and was willing to go back and try a little harder.

Continuing with the concept of personality as it relates to love, this instructor started the discussion by talking about the causes of many of the problems within our school. The discussion finally revolved around students' likes and dislikes for teachers and the word love was used in this context. To insure a thorough understanding of the concept, we discussed Dr. King's philosophy of love for all people. We discussed the violence of last summer's riots and other acts of violence committed by students and adults after his assassination, which was in direct contrast to what he lived and died for. We discussed the need for all people to try and understand and love one another if we expect this world to be a fit place for us to live. We resolved that regardless of what one's convictions might be, there is a need for people all over the world to try and get along, to love each other so that this world will be a better place for all of us to live. We then applied this facet of reasoning to students' understanding and love for teachers as well as teachers' understanding and love for students.

The students reaction as a whole appeared to be that of indifference. They claimed they wanted to love and understand teachers but felt some teachers made it extremely difficult for such inter-action to take place. Many of the students claimed that they were experiencing the same things in school that they experienced outside of school. When asked what this meant, they said that nobody seemed to care about them. In most instances, they said they loved the teachers that acted like they loved them. When asked, "If you were to make an attempt to love teachers, even if they didn't love you, do you feel that this would cause teachers to change? (Again Dr. King was used as an example.) Most of the students claimed they had never thought of it this way, they didn't think so. They didn't think it would make any difference, but they would give it a try.

This week we discussed a healthy personality and how it is evidenced in a student.

We discussed why some people are popular and why some people are not. Then I asked them to list attributes of people they liked most in class. I asked them not to sign the paper. We then made a list of those attributes which were listed as desirable. In spite of a limited vocabulary, we managed to isolate 4 characteristics of a popular personality.

a) Well groomed
b) Polite
c) Thinking of others
d) Maturity

It is interesting to note that these are traits which I have been trying to teach my students since the beginning of the semester.

The students reaction to this was very good. I believe this to be an offshoot of their search for an identity.

PERSONAL REACTIONS
OF TEACHERS

Personal Reactions

of Teachers

I stumbled upon a perfect example of the defense mechanism, displacement, last week.

I was going down the hall, when I noticed a youngster playfully come from around the corner. I knew that this youngster had been put in the hall by his teacher, because of some misbehavior. I was thinking that the young man had taken it upon himself to leave, and roam the halls.

Upon questioning him, I found out that he had been assigned a spelling lesson to do while standing in the hall. I checked over his work and saw that he had finished, but I couldn't help but notice that his attitude was one of complete rebellion against any type of authority. He held himself in control, but I could feel the seething resentment that was in him. Before I left, I told him to stay where his teacher had placed him and not to wander about.

My next encounter with this young man, came the next day in the office. I was there doing some typing, and he had been sent down to the office by this same teacher to have a note sent home with him concerning his behavior.

After the assistant principal had given him the letter, he was told to remain in the office. Not long after that, the assistant principal left.

Shortly thereafter this young man (Gregory is his name) began talking with the office messenger. I told him that he hadn't been sent to the office to talk, and to stop. Soon after he started again. This time I had him move away from the messenger, and sit near the desk where I was typing.

It was then that I noticed his facial expression. Again I could see the anger and resentment that was just boiling inside. This display of hostility prompted me to question him. I knew that he was a new student to Joyce School, and I couldn't see why he would be so angry so soon.

When I started questioning him, he seemed to spill out all of the resentment that had been welled up in him ever since he had come to Joyce. His family had to move quite suddenly. In his old school he had been an honor student (I recalled hearing him say to the office messenger that he wished he were back in his old school, that he didn't like this one), and his former teacher had taught him how to do subtraction of mixed fractions, and he knew his answer was right, but his teacher here said that it was wrong.

I had him rework the problem that he and his teacher disagreed about, and it was right except for not being reduced to its lowest term. I told him that perhaps she marked it wrong for this reason, but he "insisted" that the fraction couldn't be reduced any more. I proceeded to show him that it could be reduced further, and then it began to dawn on me that this was not the main issue.

What was really bothering him was the fact that he hated leaving his old school, and he was powerless to do anything about it. He couldn't strike back at his parents or whoever was the cause for this change, so therefore he lashed out at Joyce School and any authoritarian person connected with the school, substituting us as the scapegoat of all his resentment and frustration.

I don't know how much good this talk did for Gregory. I did sense an easing of the tension that had been present, and he seemed to be a little more polite in his manner. However, I know that it helped me quite a lot! I had a better understanding of why he had behaved the way he did, and I don't feel that I will be so easily aroused by this attitude, if it is displayed again. I feel that I'll have an inner voice cautioning me to be patient!

In my conference class (4th Grade) here at A. L. Holmes, I have one particular youngster whose behavior pattern is one of involving others in his activities. These activities are not in their best interest.

This youngster has trouble with most of his teachers. Although, to me he is not a troublesome child. Yet, the minute he leaves my room, pow! It is on. For example: One teacher writes in her brown book (a record kept of children breaking rules), "Saw child break pencil. Asked three times, why? Three times, he said he did not break it." Another writes, "This child has a very nasty attitude. He finds it very difficult to follow instructions. I think his classmates and I could work much better if he were not in the room, etc."

Now I feel that a teacher should try to understand and familiarize himself with the child's present behavior. The teacher should know that the child's behavior stems from his defenses. Here is where valued adults (the teachers) can play a major role.

Jeanette is a nine year old student who lost her mother almost a year ago. Upon the death of her mother she started to withdraw into some of her early childhood behavior. She began sucking her thumb quite excessively and rocking herself back and forth in her seat. When she came into my room she was still exhibiting this defense mechanism of regression.

With the help of her father we decided that the best thing to do for Jeanette was to keep her busy at all times, if possible, doing something she enjoyed. Thus we used the method of sublimation to replace he unacceptable behavior with a more acceptable type of behavior. Thus her mind was taken more and more off of her problems and a definite improvement was noted in her behavior.

A first grade boy was asked to sit behind the teacher's desk away from the rest of the class for disturbing behavior.

When the child was denied his desire to sit and work with the rest of the class, he became frustrated. His energy was directed toward protecting himself and resisting pusishment. He said, "I will tell my mother that you hit me in the face, she will call the police, he will put you in jail, or my mother will come over and beat you up." I didn't say anything because, I feel that children must be allowed to get their resentments off their chest. I encouraged him to do so. After he had made his outward expression and realized that he did not upset me, he smiled and said that he was just kidding because it wouldn't do any good to tell his mother. The scene was over. His resentful feelings had come out swiftly, and now they were gone. As a teacher I am making a study of the child to see whether the behavior is truly disturbing to the learning situation or whether he is over-reacting because of some feelings within himself.

In the beginning the small child has no self concept, who he is, what he is. Relation to himself and family environment comes later. Reaction to what he has inherited plays a role in self concept. All values and ideas that the young child has about himself in relation to the outer world, are made up of a number of different components. He tries to live up to impressions of other people.

I have tried to deal with one component, self as seen by self, of one girl in one of the sections that come to me in the Library. I am trying to work with her on the self-esteem need according to what I understand from the lecture on needs theory by Maslow. She wants and needs to be recognized by others. She wants the approval of her peers. She could be quite attractive if she could change her attitudes and her personal grooming.

To begin with, I had the chance to talk with her personally when the rest of her section went on a trip which she could not make. She mentioned that she didn't think she looked nice enough to go and this gave me my chance. I gave her a few points on personal grooming and talked with her about improving her attitude about her school work. She listened and didn't say very much, so I didn't think she was really listening. To my surprise, two days later she was back in class neat and clean with a bandeau on her hair. She was not quite up to snuff but you could tell she was trying. Today she came in after school to the school library and actually made an attempt to get an assignment for another class. She didn't finish it but at least she made the attempt. I would like to talk with her again. Where her attitude has been sullen and hostile, now she will at least listen and talk with me. I would like to work with two other girls in the same class and let them evaluate each other.

In many classroom situations, at one time or another, one can see aggressive acts committed. This aggression takes various forms and often is not anticipated by the teacher. I have seen book captains, while passing books, deliberately slam a book down on a child's hand, chairs pulled back as a child starts to sit, feet stuck out in an attempt to trip a child and at other times, children are pushed, poked, pinched etc., for no apparent reason. Occasionally I feel that these acts are done playfully and at other times I'm at a loss as to the motives behind such behavior. Even children who generally get along well with their peers will become involved in some of the aforementioned acts, and they seem to get a degree of satisfaction from either hurting each other or shocking the teacher by their acts.

This week one of the girls in my conference section complained to me about one of the other girls in her class, who for no known reason, kicked her. I was surprised, because both of the girls are very well behaved and have not been involved in this kind of behavior since I've had them. When I questioned the aggressor about this incident, she could give no reason for her actions, and she seemed to feel that the fact that she had apoligized to the other girl was all that was necessary. I'm not sure, but I think this incident was an example of displaced aggression. In my reading (Introduction to Psychology - Hilgard), it is stated that displaced aggression is an aggressive action against an innocent person or object rather than against the actual or intangible cause of the frustration. I was not able to determine what precipitated the kicking incident in my room.

During one's lifetime, so many defense mechanisms are brought to play that it is difficult to pinpoint one specific mechanism at one specific time. For instance, during a short period of time there are several which come to light.

I know that I use quite often the one termed "Identification!" At school I am identifying not only with a teacher I had during childhood, but perhaps a teacher or two I admired during my preparation for becoming a teacher myself. At home I might handle the problems of my children much as my mother handled hers.

I might regress somewhat in my day-to-day dealings with my class when I join in a game or the fun of a joke.

But quite often "Repression" comes to my aid. It is surprising how often one can "forget" so much of that tedious paperwork involved in teaching. There have even been times when I have taken work home for the weekend, only to "forget" all about it until Monday morning.

Sometimes, I rationalize about this same work. "I just didn't have time to do it." And then again, maybe I'm just plain lying!!

Identification: One of my students in particular has made it known and quite clear that when he grows up he would like to be like the male gym teacher in our school.

He admires this individual because he says that this individual is nice to him and also cares about him.

I still think that most of these children that are inner-city and border-line are seeking love and attention. They have gone without this for so long that the least love that they get from another individual means a great deal to them.

They have come from broken families with one parent to depend upon and some have no parents and are living with relatives who fail to give them the type of affection that they seek.

The families are so large that there is not much time to give the love and attention they need.

So, I guess this is where the school tries to step in and take over and try to meet some of the needs of the children. However that is still not enough because the classroom is overcrowded in most cases and teachers cannot do very much.

I have a little black boy in my Primary 1 class who will do anything to disturb the class (moaning, groaning, talking, clicking his heels, tapping his pencil, sitting on his feet, talking back, hitting others, etc.). After reminders, scoldings and finally isolating him from the rest of the class, I asked him in private why he behaves so and his answer to me was, "That's all right, my whole family hates white people." We discussed hating and the wrongfulness of it. I happen to know that the mother is a good church going person because previously I had had about three discussions with her about her son. She wants him to improve his conduct and citizenship in school.

At another private discussion, I asked him how he felt about this prejudice. He said he didn't know, but his cousins hate all whites. "Does your mother? " I asked. "No," he replied. He wouldn't look at me. I said, "We're friends and we can talk about it. There are some bad white people, and there are some bad black people, but that doesn't make all white people bad and it doesn't make all black people bad." I told him that his work is not too good, in fact it needs to improve. If he improved his conduct, his work in school would improve. I told him he is really hurting himself by not trying to do his best and he is also hurting his mother who is black.

I'm going to refer this boy to Mr. Bank, the guidance counselor at our school.

I'm also going to order a filmstrip that I saw in the latest Human Relations Bulletin called, "We are All Brothers."

The names of the thirty-four children in my first grade class were written on the chalkboard. The children were instructed to write their best friend's names on a sheet of paper from this list. The children could select any number of friends. The teacher assisted the students in reading the names.

The results of this study revealed that the childrens' concepts of their best friends are often not mutually conceived as such. For example, one student selected eleven best friends. Yet no students chose him. At the other extreme, Carol named only four best friends. Yet she was chosen by many of her classmates. Dion selected only one favorite friend, while six of his classmates named him. Three boys selected their teachers', even though their names were not included on the list. Damita and John's papers were chosen at random to see whether their "best friends" chose them. Damita named two boys. Neither of them included her name on their list. John named four best friends. None of the four indicated him as one of their favorite friends. I wonder if this study reflects a true picture of the childrens' idea of their best friends. To confirm the data, the children will next be assigned to draw pictures of their best friends. Also, they will be observed during recreational activities so that the teacher can see whom they choose to stand next to in circle games or as their partners. If they constantly select the same friends, games will be planned to readily induce the children to mix with each other.

Since the last class meeting I have given much thought to the use of defense mechanisms in the classroom. I suppose my favorite Mechanism (or should I say the one I use most) is "Reaction Formation" (to disguise original feelings). I find that in many situations in the classroom I try to disguise my original feelings.

I remember one particular occasion when I had been working individually with a child who was of average intelligence, and could do good work, but who had an emotional problem which caused his academic progress to lag. Usually this pupil was quite cooperative and tried to do his best. One day while working with him I became quite disgusted and became very harsh to him. I tried to cover my real feelings by saying that I didn't feel well. The child was very disappointed because this was something he looked forward to each day.

Sometimes in my relationship with parents on discipline problems, I find that I often cover my real feelings so as to avoid any frustration on the part of myself and the parent.

In discussing rationalization it's hard to pin-point whether one believes what he's trying to get someone else to accept as an answer.

I talked to a student in the hall, who had been reported for taking something from a teacher's desk while the teacher was not in the room. When questioned he said that he was putting a pencil back in the drawer that the teacher had let him use. However, as he was telling me this, he also was putting the small box of stars that he had taken off the desk in his pocket.

Whether he believes what he was telling me, I do not know, but I knew that he was not telling the truth.

It's hard to tell whether this is rationalizing or some other type of lying.

As a great defense mechanism, I find myself identifying with people in different situations.

When watching television, I find pseudo-emotions aroused causing actual tears. This occurs especially with quiz programs when the participants are very excited over winning. As their tears come, so do mine. Or when they begin to smile, I find myself smiling.

Now comes the violent excitement when I watch any type of sports, especially football and basketball. I identify myself with the players and rejoice with them.

As a child, I identified myself with my sister-in-law, who was a teacher and as I could see, she was a success in life. Now, I am a teacher and very proud of my success, thus far.

In regard to the various situations mentioned above where I place my identity, for some unknown reason or reasons, I find that I very seldom place myself in any type of sad or distasteful situation. "I wonder why?"

In teaching defense mechanisms, we began by relating it to an incident that is currently happening in our class. Since the children are in primary I, we are just concentrating on the concepts behind the defense mechanisms without naming them. When the weather became warmer the children began coming to school earlier. Since their activities on the playground are unsupervised, a rash of pushing incidents which have led to hitting broke out in our class. One such situation involved Arrington and Anthony. When talking to the boys individually, each child named the one he was fighting and said the other boy was also committing the act of which he was guilty. Through discussion the children began to say that when they are caught fighting they usually tell the name of the person with whom they are fighting and what that person did.

Through further discussion they discovered that to keep from feeling bad they would tell what the other person did. But sometimes if the other person was not at fault, they would tell what they, themselves were guilty of. The one big difference would be the attaching of an innocent party's name and blame them for something they didn't do.

When listening to the lecture on the subject of personality development, my mind immediately fell upon three boys with whom I am working.

The statement that caused me to think of the boys was that of contrived interpersonal relationships which caused a person to behave in a certain way, for peer approval.

For some time I had tried to understand why these boys behaved the way they did in the classroom. Whenever they were in trouble and others were present their behavior was very distasteful. They seemed to feel very proud of themselves because their peers laughed or encouraged what they were doing. This caused them to become very smug and their behavior became even more distasteful.

When these boys were taken away from their peers and talked to about the problem, their behavior was quite the opposite of what it had been before. They were usually very cooperative, timid and a bit shy.

After seeing these two types of behavior displayed by the same boys, I felt there was an answer to why they behaved in such a manner. They did this because they needed to feel that they were a part of the group and that they were loved by the other children in the classroom. They felt that if they made themselves the center of attraction they would be accepted by the others.

In making an attempt to improve the boy's behavior they were given certain responsibilities as leaders of different classroom activities. Their behavior is improving although they sometimes slip back into their old roles. I suppose the process will be slow, but I am willing to keep trying.

Sublimation was the Defense Mechanism I chose as a result of last week's discussion. Instead of an entire class, I observed two boys from the Third Grade. I have had these children for the past two years. Last year both boys were good 'B' students but, according to the reports from teachers this year, they are barely making average marks.

Because of the close relationship we have, I deemed it necessary to discuss this with them. As a result of my observations, I found that good grades were no longer of importance to them, in fact it was the exact opposite. Their attitudes were very negative and they had become engaged in activities which are very unfruitful, such as: cursing, skipping school, being disrespectful to both teachers and friends, fighting, etc. They felt that these activities were a basic necessity for peer-group acceptance. After trying to explain the real importance of school to them, I asked each boy to think carefully about what they had been doing and I asked that they try to improve themselves. At the end of the week another discussion was held and only slight improvement had been shown. I felt that this slight improvement was a step in the right direction. I plan to work with them for the remainder of the school year in hopes of more positive results.

Stephen is one of the children in my class who appears to need some help in developing healthy interpersonal relationships. He is one of the more intelligent children in the class and could be a star performer in all academic areas. Instead he chooses to get recognition from the peer group by causing deliberate disturbances like purposely falling off the chair three or four times during a group discussion. When he first entered the classroom I was unaware of the family background. I scolded each time he did something wrong. Eventually the scoldings were greater than his work output. I remembered in one of our class meetings that it was stated that some children can be punished to no avail. It hit home, as I felt this was the case with Stephen. He wanted attention. The scoldings gave him the attention, thus reinforcing a negative type of behavior. Stephen's intergroup relationship was poor. He hit children, tore their papers, took their supplies, did anything feasible to gain the attention of the peer group. The children rejected him.

My primary objective was to help Stephen formulate a good interpersonal relationship within the classroom and thus stop this negative type of action toward others. I discussed with Stephen the desirable qualities of a child in school. Stephen knew exactly what behavior was expected of him. From that point on, I attempted to give recognition to all of Stephen's positive acts and ignored anything negative.

From what I have observed over the past few weeks, Stephen is really putting forth an effort to control negative behavior. Occasionally, he does revert to his old techniques. However, since they are being ignored, and his good behavior is being praised, I think he realizes the merits in his positive behavior. I let him work on a special science project with a group of bright children. It is mandatory that he get along with these children. Surprisingly, there has been no conflict. I am not sure but I hope the positive behavior will carry over even when there is a lack of constant praise.

The school plays an important role in the development of mental health of all pupils involved. It has been proven that school experiences sometimes have a detrimental effect on the students' adjustment, whereas they should be constructive and integrative.

In every classroom, whether it be a regular or special class, the teacher is faced with many types of children with various problems. An example familiar to every teacher is the student who seems unable to learn in spite of adequate mental ability.

Teachers have also learned that scoldings, threats of failure, and even well-meaning attempts to help by intensive tutoring, all seem ineffective.

Research studies indicate that three factors contribute to special disabilities in school subjects.

1. The first component is primarily educational.
2. The attachment of anxiety to school in general or to a particular subject because of emotional experiences within the school.
3. The effect of home-grown anxieties on school work.

Students can be helped by individually planned retraining in study methods, but not by mere exhortation and advice. The cure of school disabilities can be a useful tool for mental hygiene. Establishing a relationship between child and teacher so that the child feels accepted and knows that he will not be punished for failures is essential.

When a child feels comfortable he will usually make some efforts to read, because the motivation to read is strong in our culture.

A warm interpersonal relationship breeds confidence, avoids anxiety, and promotes sounder learning.

This paper is a culmination of the past seven weeks. I have found the whole atmosphere of the room to be better than before implementing these mental health concepts. The children have taken much of the discipline responsibility and have helped a couple children in particular. We now ask the child why he did a particular act. If unable to answer, it is asked of the other children in order to get ideas of why that person may have behaved in that way.

The children seem to be able to take correction better and if they do get angry this is accepted as normal behavior. It is then forgotten. This prevents tenseness, fear, or trying to get back later. If the anger is not in an acceptable manner, we try to give other suggestions for releasing it.

These things we have carried out daily. It certainly not only obtains results, but saves the teacher time in the long run.

One boy for example, in the beginning felt no one liked him and didn't have any friends. I think he felt his peers expected this behavior. After talking with him privately many times with the help of the children, this boy is a different person and certainly on the right road. Last week we had a secret ballot election to choose a representative for a program and he came in second. He was so happy, he didn't mind not winning but was glad that so many youngsters had chosen him. Yesterday, I asked them to finish several sentences, one being "I get angry when . . ." He wrote, "When I don't get my own way." This certainly showed me an understanding of self, a step that many adults do not reach, i.e., their own weaknesses.

My students had been quite noisy on this particular day. I had them write the first thing they thought of when I read a list of about fifteen words, including calm, quiet, noisy, good, unruly, bad, silence, nice, peaceful, school, mean and other synonyms for either calm or noisy. It was not my original intention to carry this any further but after reading these responses I noticed something which interested me. This aroused my curiosity so I decided to repeat this exercise under different circumstances.

The next day the class behaved in a manner which I percieved as desirable. I praised them and rewarded them with a free period. They were allowed to do what they desired.

In the final minutes I repeated the previous day's exercise with the same words in a different order. After comparing the two lists I found a marked response change concerning the word "mean." The first day's papers showed that 60% of the responses to this word were the same, i.e. teacher or you. On the second list however many of these people changed their response to a synonym for the word "mean."

After making these observations I presented these facts to the students and posed this question, "What could have brought about this change in attitude?" I had difficulty getting responses from them so I gave them a hint by asking the question, "What environment surrounded these experiments?"

The students eventually reached the conclusion that the environment could have contributed to the change.

This I think is quite valuable to me as a teacher. By this very simple act I have been more highly sensitized to the feelings of my students which they do not outwardly express.

I have been trying to work with a particular child for quite a while. I have written a paper about his thumb-sucking (which was learned behavior), and a paper on his prejudices. His behavior has been disrupting the class and his need for attention is overwhelming.

As punishment, the mother "whips" this child mercilessly and then sends him to bed. His father has been ill for 12 years (in a hospital) and now is home in bed. The child had one talk with our school counselor.

We discussed the boy's behavior in class and how we all wanted to help him improve (because he can do better). After he kicked his book half way around the room and had some children laughing, I asked him why he was doing this and he shrugged his shoulders. I asked the children why they thought he did it and I got answers like this: "He thinks he is funny." "He is showing off." "He tries to get his way." He denied these statements.

"How can we help him, because we really care about him, and like him?" I asked.

"By not laughing at some of the things he does," was one reply. "By not paying attention to some of his silly stuff," was another. So we all decided to work together and he would have to help too. It worked beautifully and he really worked the rest of the afternoon. One little girl that is admired by all said at the end of the day, "I didn't know he could be so good."

In one of my tutoring classes I have a child, Ronald, who has low self-esteem when thought of as related to his school work. He has expressed this verbally by saying things such as, "I can't do this," when we start to read. He might say, "I'm not going to try this," and then proceed not to engage in the reading activities, but instead in disruptive activities.

I sensed that because of this low self opinion, regarding school work, Ronald sought other non-academic ways to bolster his self esteem. He did this by bragging, through use of foul language, and aggressive acts toward other children.

I felt that by showing more tolerance, yet remaining firm, I could help redirect Ronald's antisocial behavior toward more acceptable behavior. This would thereby increase his self-esteem by getting him to focus on the task at hand.

I used a word game technique to begin. This caught his interest right away and he soon began to apply himself. He wasn't successful right away, but with continued prodding and encouragement he was soon successful, enough so, as to be leader of the game for a period of time. Afterwards he expressed pleasure in the fact that he had behaved well, and also that he was able to read with some degree of success.

Much can be learned from the informal and sometimes overwhelming individual situations in the classroom by merely observing the nature of behavior stemming from frustration.

I would like to mention what I feel is a problem of Displacement.

Displacement is used when a child releases his inner tensions by aggressive acts directed at persons and things. This release has no relationship to the fundamental cause of his tension.

The child A of whom I speak is a girl 10 years old. She is quite large for her years and the peer group. She has the capacity for doing excellent work (Group Mental Rating B) but has no interest in achieving.

Three girls in the class, one from a very poor family, financially, and two residing in boarding homes, are victims of the aggressive acts directed at them by Child A. Teachers are also recipients of this same hostile behavior.

Using the one means of communication, a conference with the parent, I called the home to ask if I might visit. The mother, who is currently in the Adult Education Program at Eastern High School, could visit with me here at school after 2:30 P.M.

Child A, as revealed during the conference, was herself the victim of displacement. The mother who had, through family decision, been chosen to rear the illegitimate child of her husband's sister, released her resentment for the child (Flo) and Flo in turn had badgered Child A because she was the legitimate girl within the household.

Child A then sought to release her resentment and hostility for Flo through aggressive behavior patterns.

The three girls were perfect victims for Child A. She somehow sensed that they might feel insecure and she had them in tears each day.

Currently we have secured a Summer Scholarship to another school so that we do not lose Child A's intellectual potential. Secondly, we are programming her and the mother into visits with Social Services. Thirdly, as the teacher who is with her for one-half day, I have gained her confidence to the point of discussing her problems and channeling her good points so that she is gradually beginning to "let up."

I have been recipient of two gifts, a handbag made in her mother's class and a cake baked at home by Child A.

I would like to comment this week on some of the defense mechanisms used by my third graders. The most prevalant one at this age level I believe is projection. This mechanism takes the form of "tattling," a trait with which all teachers are very familiar.

During my first year of teaching, I had a tendency to believe the "tattler." As time progressed, I began to see this as a cover-up for the "tattler's" own misdeeds. But I think this fits into the realm of the projection mechanism. The "tattler" is actually projecting his hostilities into another aggressive child.

We see the identification mechanism in children of all ages; playing house (identifying with mother or father), playing school (identifying with teacher), and in many other games and acts.

Regression quite often comes to the fore when we see immature behavior in reaction to frustrations, especially when school work is too difficult for the child. In the beginning, it was actually surprising to me that this type problem behavior could be alleviated by so simple a method as eliminating the frustrations.

And the world of fantasy, shared by children and adults alike, is especially frustrating for the teacher. How does one enter this world and bring the child back to reality? Agreed, fantasizing is not harmful to a "normal" degree, but what can be done for the child who finds reality so lonely or so frightening that he cannot bear to face it for too long a period of time? I wish I knew the answer to that one!!!

COURSE EVALUATION

COURSE

EVALUATION

This evaluation was completed during the final seminar session. The following general strengths and weaknesses were identified. The results of the questions upon the rating scale are also shown.

Strengths

Lectures 21
Use of small group discussions 20
Concern with classroom practices 16
Stimulated thought upon pupil-teacher relationship 6
Group Projects 5
Stimulated self-study 4
Helped to understand self-concept 4
Large group discussion of classroom practices 4
Relaxed atmosphere in small groups 3
Use of local school 2
Motivated to read in mental health 2
Enjoyed learning without pressure 1
Easy to apply in classroom 1
Integration of all grade levels 1
Sharing of knowledge by classmates 1
Bibliography and references to authors 1

Weaknesses

Lectures too short 28
Discussion not detailed enough 9
Lack of structure in seminar 7
Feedback insufficient on classroom practices 4
Group projects weak 3
Not enough time 3
Inadequate explanation of handouts 1
Lack of assignment structure 1
Not enough outside work 1
Inhibited because of racial ramifications 1

Recommendations for improvement

Announce course earlier in year
Provide a teachers' guide
Use textbook
Have course continue throughout year
Utilize a small group of children for demonstration

In comparison to other courses that you have had in Education, how would you rate this experience?

Excellent 8
Good 19
Average 13
Below average and Poor 0

How much do you feel you have learned?

Much 18
Some 21
Little 1

Have you changed some of your teaching practices as a direct result of your learning?

Yes 38
No 1

Do you feel you understand youngsters better as a result of this experience?

Yes 38
No 2

How hard did you work for this course?

Much 25
Some 13
Little 1

If you had to do it over, would you enroll in this course again?

Yes 34
No 1

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